



ECCE

Sample Test

Prove your English. Achieve your goals.
Own your future.

CEFR Level: **B2**

Part of



Writing Answer Document Instructions

Look only at your own test. Test takers giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded.

Look at the TOP LEFT of PAGE ONE of your writing answer document. Fill in the following information on the lines:

- **FULL NAME:** Print your full name in this order: first name, then middle initial, then family name. Use all capital letters.
- **TODAY'S DATE:** Print the month, day, and year.

Look at the MIDDLE LEFT of PAGE ONE of your writing answer document. Fill in the blocks according to the following:

- **CENTER:** Print the 3-digit test center number (the examiner will tell you the number).
- **TEST TAKER ID:** Print your 9-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FORM:** Print the form letter that is on the front of your test booklet.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number or letter that is the same as the number or letter you have printed in the block above.
- Darken the circle completely so that you cannot see the number or letter inside.
- Do this for your center number, test taker ID, and form letter.
- Darken only one circle in each of the columns.
- Leave the section that says "Task" blank for now.

Look at the TOP RIGHT of PAGE THREE of your writing answer document. Find where it says "TEST TAKER ID."

- Print your 9-digit personal test taker ID.
- Include all zeros, including those at the beginning of the number.

The example below shows the correct way for Maria Soledad Garcia to fill out the information section of the writing answer document.

WRT 3 0 0

ECCE
WRITING ANSWER DOCUMENT

MARIA SOLEDAD GARCIA 05/31/18
Full Name (PRINT) Today's Date (mm/dd/yy)

CENTER	TEST TAKER ID	FORM
1 2 3	3 4 5 6 7 9 8 4 2	A

TASK

○ EMAIL/LETTER
○ ESSAY

DO NOT WRITE IN THIS AREA

1 N 1

IMPORTANT DIRECTIONS FOR MARKING THIS DOCUMENT

- Make heavy black marks that fill the circle completely.
- Clearly erase any marks you wish to change.
- Make no stray marks on this page.
- Do not fold or crease the answer sheet.
- The examiner will tell you how to fill in the identification section.

EXAMPLES

WRONG WRONG

○ ○ ○ ○ ○

WRONG RIGHT

○ ○ ○ ○ ○ ○ ○ ○ ●

WRITING

Writing Instructions

- Choose either Task 1 (Email/Letter) or Task 2 (Essay). Write on only ONE of these tasks.
- Once you have chosen your task, darken the circle for “Email/Letter” or “Essay” on your writing answer document.
- You will have 30 minutes to write your answer.
- Use a #2 (soft) pencil only.
- Use only the lines provided on the writing answer document to complete this section. You should write about one page.
- Do not write your answer in this booklet.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.
- You may use the planning area provided in this booklet, but it will not count toward your score.

Writing Prompt

Task 1: Email

The mayor of your city wants to invite a new store to open downtown. He wants to know what kind of store the residents in your city would like to have.

- Write an **email** to the mayor to explain your opinion. Give reasons to support your ideas.
- Start your email, “Dear Mayor Jenkins.”

Task 2: Essay

In modern times, it is more important to learn how to use computers than it is to learn a foreign language.

- Write an **essay** on whether you agree or disagree with the statement above.
- Include specific reasons and examples to support your opinion.

Remember

Once you have chosen your task, darken the circle for “Email/Letter” or “Essay” on your writing answer document.

Planning Area ONLY

DO NOT write your answer in this space.



Do not turn the page until instructed to do so.

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LISTENING & READING

Answer Sheet Instructions

Look at the TOP LEFT of PAGE ONE of your answer sheet. Fill in the following information on the lines:

- **FULL NAME:** Print your full name in this order: first name, then middle initial, then family name. Use all capital letters.
- **TODAY'S DATE:** Print the month, day, and year.

Look at the MIDDLE LEFT of PAGE ONE of your answer sheet. Fill in the blocks according to the following:

- **CENTER:** Print the 3-digit test center number (the examiner will tell you the number).
- **TEST TAKER ID:** Print your 9-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FORM:** Print the form letter that is on the front of your test booklet.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number or letter that is the same as the number or letter you have printed in the block above.
- Darken the circle completely so that you cannot see the number or letter inside.
- Do this for all the numbers or letters of your test taker ID AND center number AND form.
- Darken only one circle in each of the columns.

Look at the TOP MIDDLE of PAGE TWO of your answer sheet:

- **TEST TAKER ID:** Print your 9-digit personal registration number. Include all zeros, including those at the beginning of the number.

This test will be machine scored, so you must follow instructions carefully:

- Do not fold or crease your answer sheet.
- Mark all your answers on the separate answer sheet. Answers marked in the booklet will not be scored.
- Make heavy black marks that fill the circle completely. Your mark must be dark enough to be read by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- If you change your mind about an answer, erase your first mark completely.
- Fill in only one circle for each question.
- Any question with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

The example below shows the correct way for Maria Soledad Garcia to fill out the information section of the answer sheet.

The image shows a sample answer sheet for the ECCE Listening & Reading section. At the top right, the logo for ECCE (Listening & Reading Answer Sheet) is displayed. The student's name, MARIA SOLEDAD GARCIA, and the date, 05/31/18, are printed in the top left. Below the name and date, there are fields for 'Full Name (PRINT)' and 'Today's Date (mm/dd/yy)'. The student has filled in the 'CENTER' block with '123', the 'TEST TAKER ID' block with '34567842', and the 'FORM' block with 'A'. Below these blocks are columns of circles for marking answers. The 'LISTENING' section is visible, with questions 1 through 25. The 'FORM' block contains a grid of circles for marking the answer letter 'A'. To the right of the answer sheet, there is a box titled 'IMPORTANT DIRECTIONS FOR MARKING THIS DOCUMENT' with the following instructions:

- Make heavy black marks that fill the circle completely.
- Cleanly erase any marks you wish to change.
- Make no stray marks on this page.
- Do not fold or crease the answer sheet.
- The examiner will tell you how to fill in the identification section.

 Below the instructions are 'EXAMPLES' showing 'WRONG' and 'RIGHT' ways to mark a circle. The 'WRONG' examples show partial marks, and the 'RIGHT' examples show fully filled circles. At the bottom of the answer sheet, there is a barcode and the number '1'.

When instructed to, look through the rest of the test booklet to see that it is complete. Check the pages quickly. You should have 31 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand and a proctor will give you a replacement.

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LISTENING

Listening Section Instructions

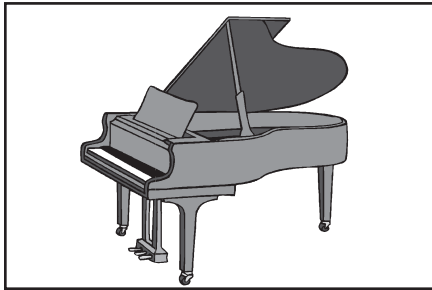
This section of the test has two parts. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely. If you do not know the answer, you may guess. Try to answer as many questions as possible.

Listening Test, Part 1

In this part, you will hear 25 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. The answer choices are shown as pictures. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, or C.

Here is an example:

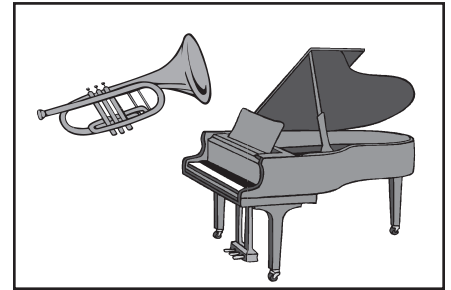
A



B



C



The correct answer is A.

Do you have any questions?

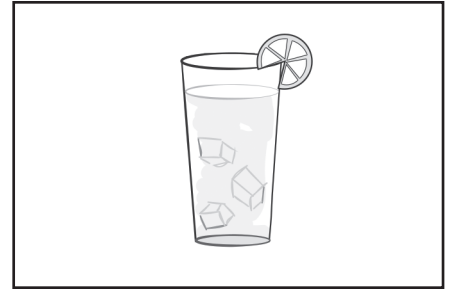
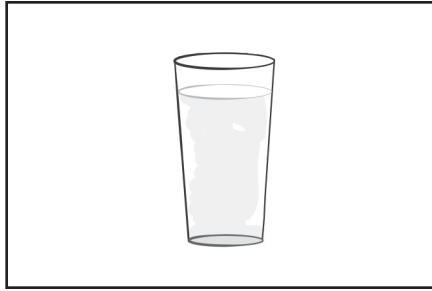
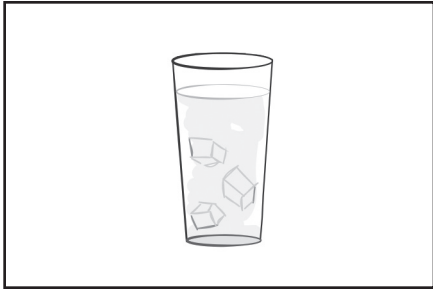
LISTENING

A

B

C

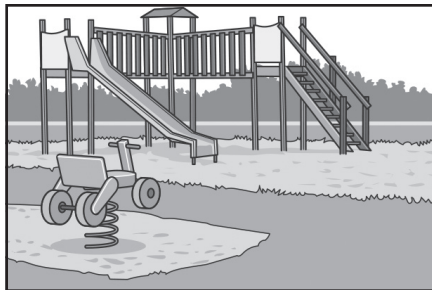
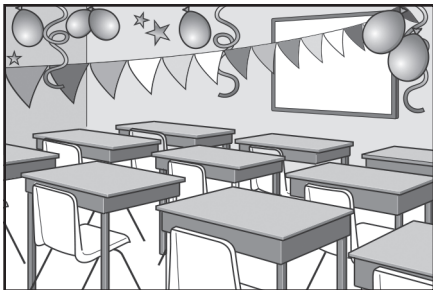
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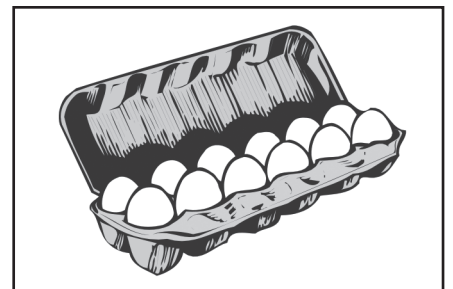
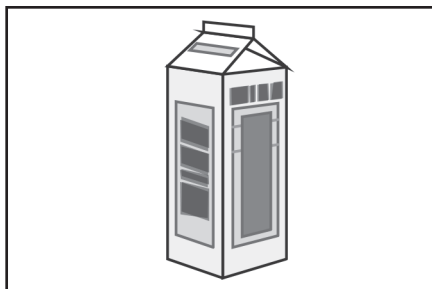
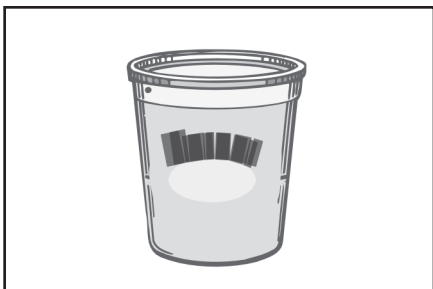
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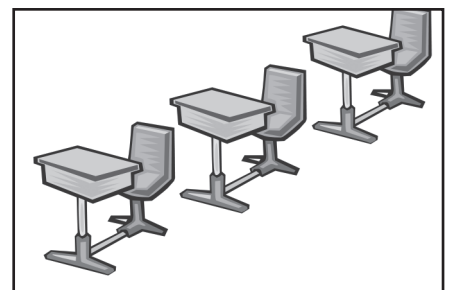
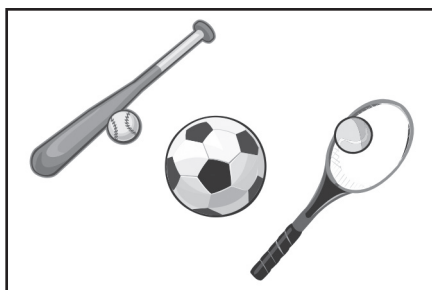
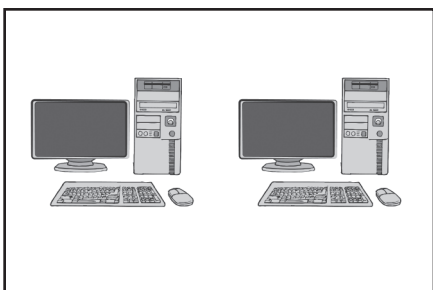
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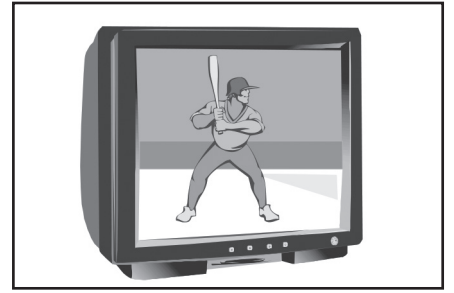
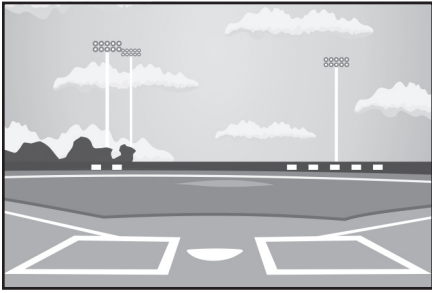
LISTENING

A

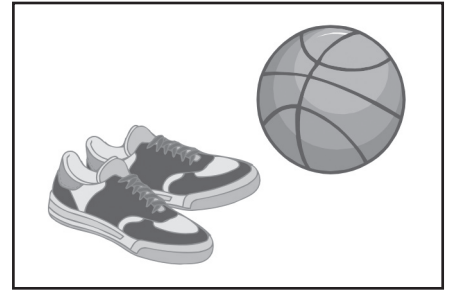
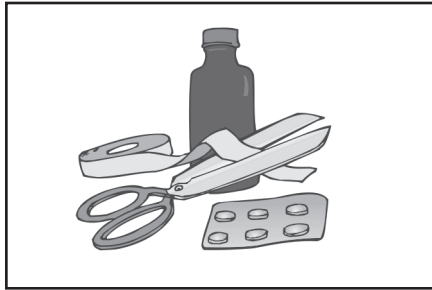
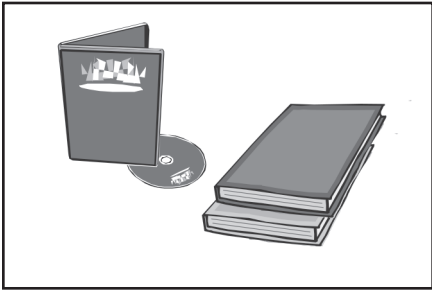
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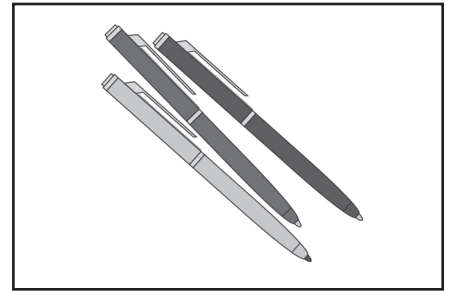
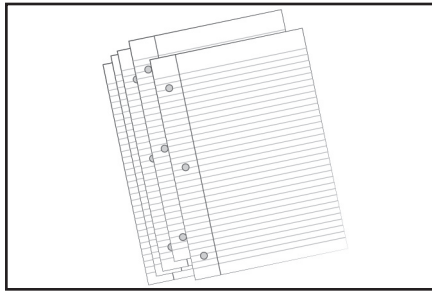
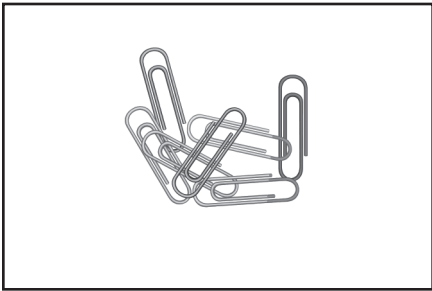
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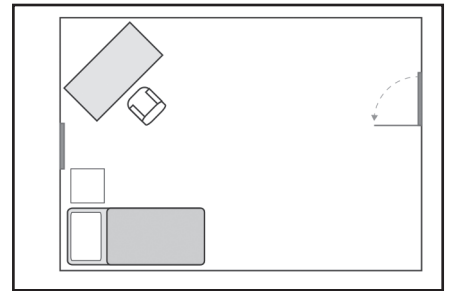
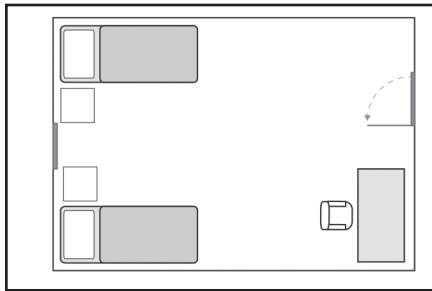
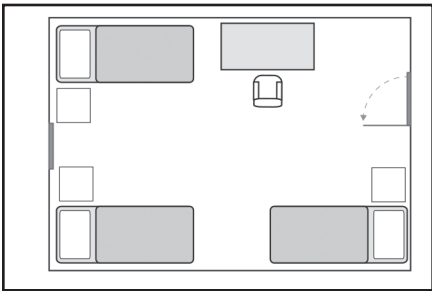
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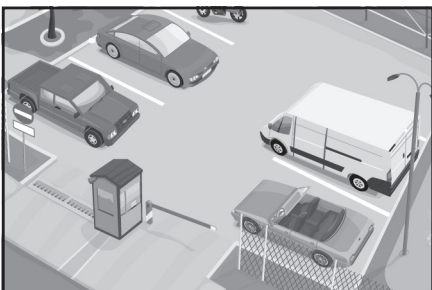
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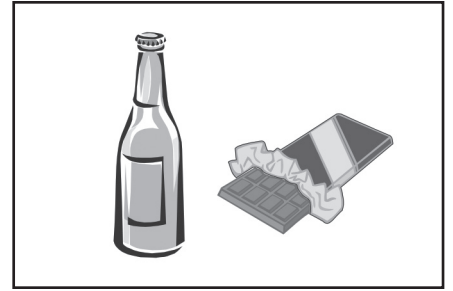
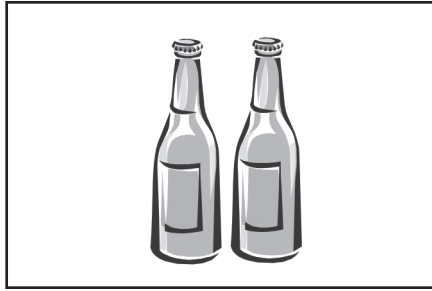
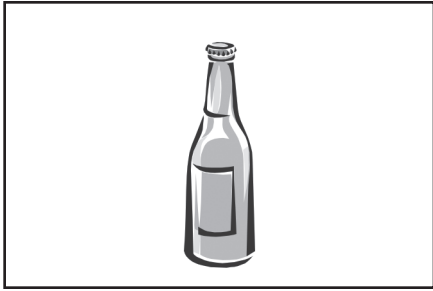
LISTENING

A

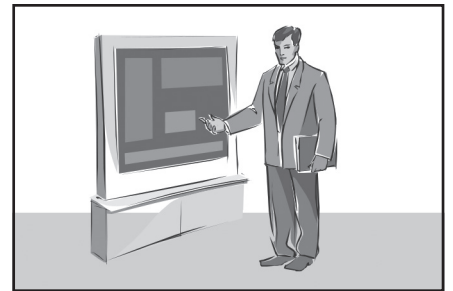
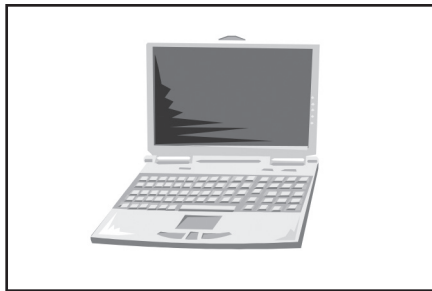
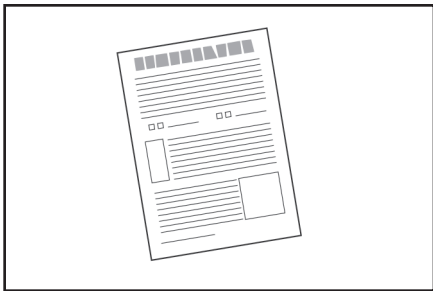
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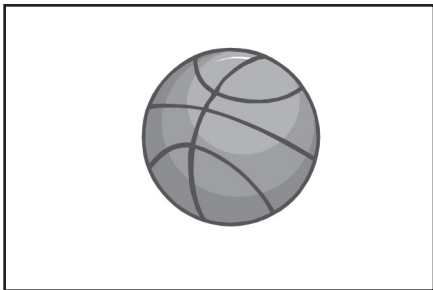
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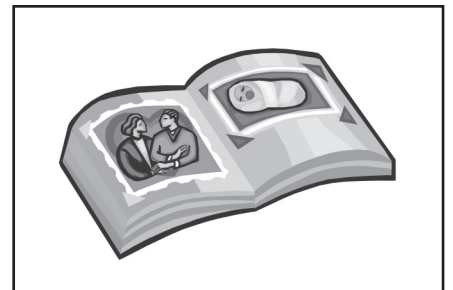
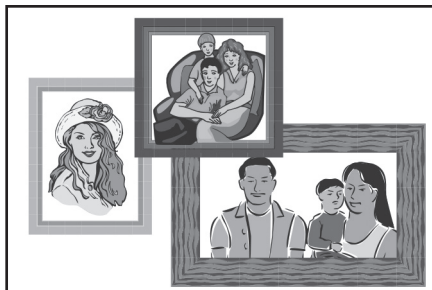
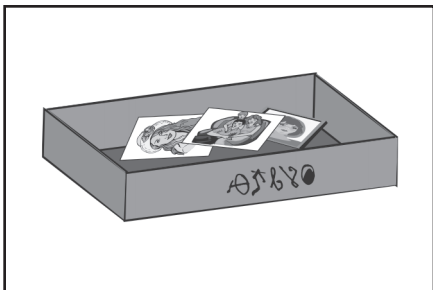
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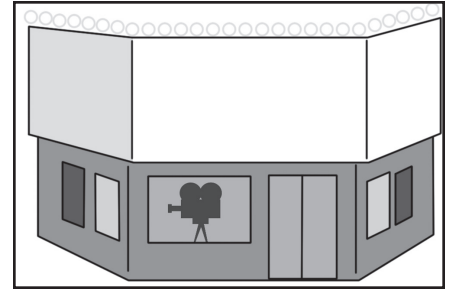
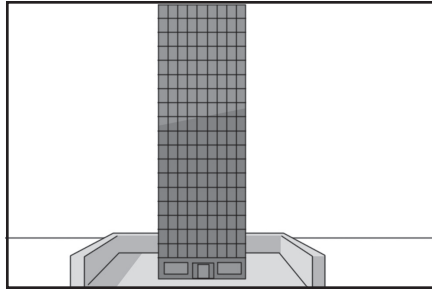
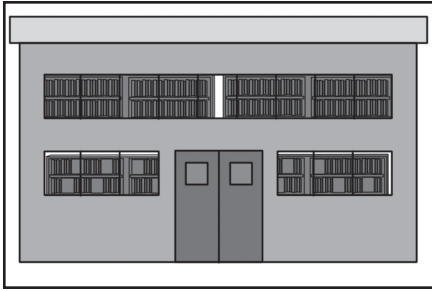
LISTENING

A

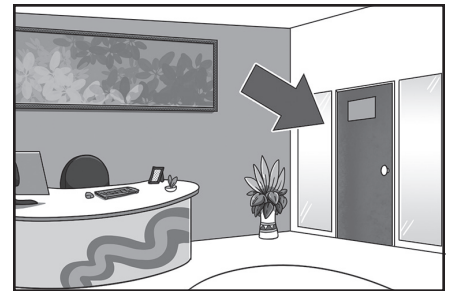
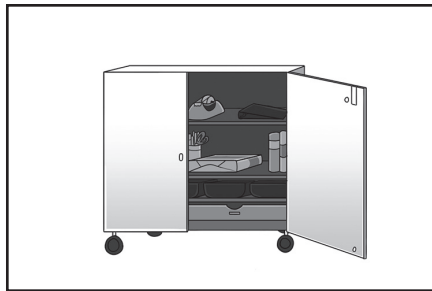
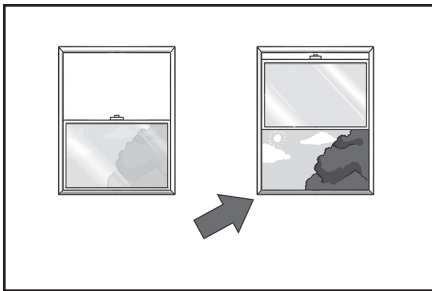
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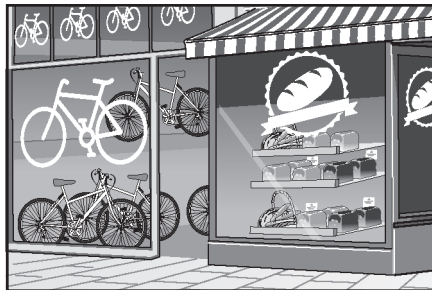
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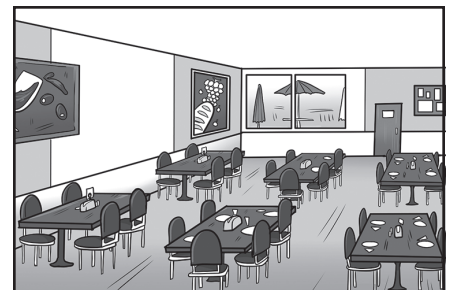
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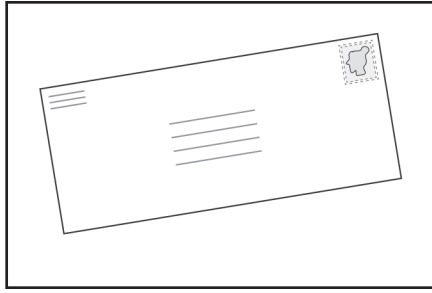
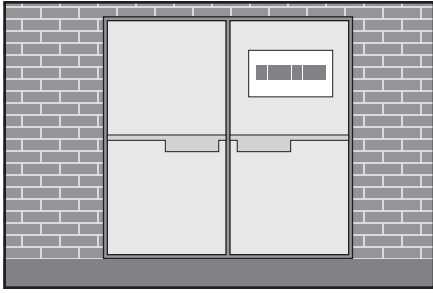
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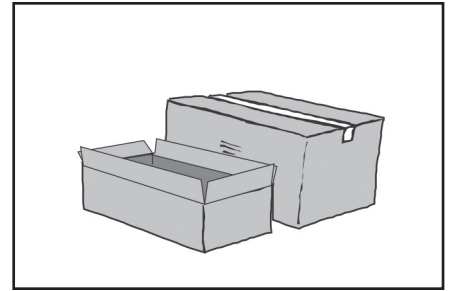
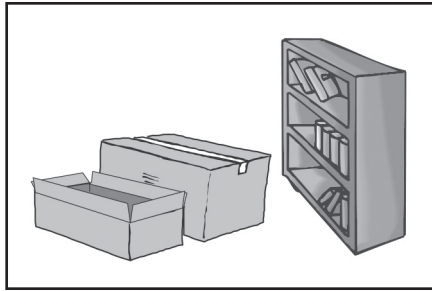
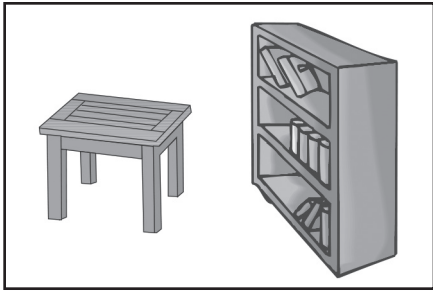
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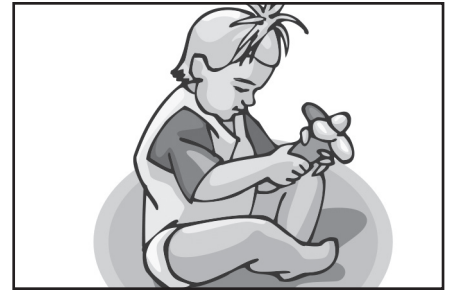
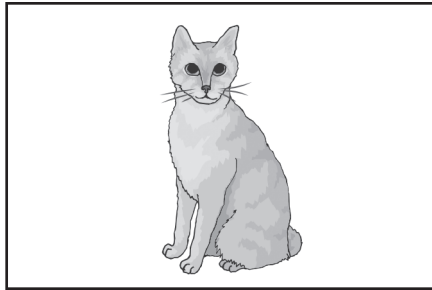
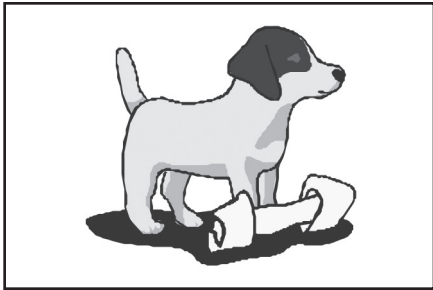
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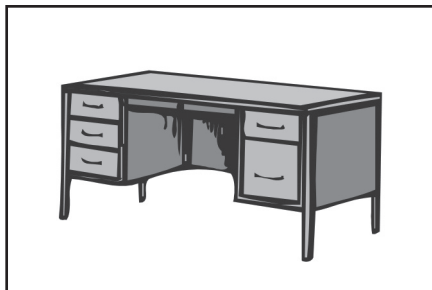
22.



23.



24.



25.



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Listening Test, Part 2

In this part, you will hear four short talks. After each talk, you will hear five questions about it. Before each talk begins, you will have time to preview the questions that are printed in the test booklet.

You will hear each talk twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, C, or D.

Do you have any questions?

LISTENING

Now you will hear the first talk. Look at the questions.

Notes

Listen to a speaker at a high school event.

26. Why were certain topics selected?
- A. They were popular in the community.
 - B. They were suggested by the audience.
 - C. They were selected by teachers.
 - D. They were relevant to the school.
27. What role does the speaker have?
- A. She will present an argument.
 - B. She will join Team B.
 - C. She will keep the debate on schedule.
 - D. She will choose the winner.
28. What does the speaker say the audience will do?
- A. provide encouragement to participants
 - B. take sides in a debate
 - C. identify important school issues
 - D. ask teams additional questions
29. What will happen next?
- A. a demonstration on how to recycle
 - B. an audience question and answer session
 - C. a lecture about the environment
 - D. a discussion about a school policy
30. What is the speaker mainly discussing?
- A. a decision made by the debate team
 - B. how to join the debate team
 - C. how debates are graded
 - D. a debate that will take place

Now you will hear the second talk. Look at the questions.

Notes


Listen to a teacher talking to students.

31. According to the speaker, what is a challenge with the date of the performance?
- A. Students are in school that day.
 - B. It is on a holiday.
 - C. Other events are on the same day.
 - D. It is coming up quickly.
32. How will the judges ensure the students are selected based on skill?
- A. Students won't be visible to judges while playing.
 - B. Judges will pick students from different schools.
 - C. Students won't play music they already know.
 - D. Judges will give students equal time to practice.
33. Why does the speaker mention email?
- A. to recommend how to contact the department
 - B. to describe how judges' decisions will be shared
 - C. to explain his preferred method of communication
 - D. to make sure he has students' contact information
34. What is the purpose of the talk?
- A. to describe a school music program
 - B. to invite students to a special event
 - C. to explain a selection process
 - D. to ask violin players to join a class
35. Which order will the students play in?
- A. by chance
 - B. according to age
 - C. according to name order
 - D. by experience levels

LISTENING

Now you will hear the third talk. Look at the questions.

Listen to a restaurant owner speaking to employees.


36. What does the speaker say about food preferences?
- A. They are changing.
 - B. They have become boring.
 - C. They are exciting.
 - D. They do not affect her.
37. Why does the speaker mention nuts?
- A. to explain how to make healthy meals
 - B. to discuss a dish they will no longer serve
 - C. to discuss which menu items are most popular
 - D. to explain why some customers make special requests
38. What will the group probably do next?
- A. tour the kitchen
 - B. eat some food
 - C. talk to customers
 - D. take a break
39. Why is the speaker talking to the group?
- A. to discuss a new name for a restaurant
 - B. to explain changes to a restaurant menu
 - C. to explain the history of a restaurant
 - D. to discuss a new rule for restaurant employees
40. What does the speaker mean when she says: 
- A. The restaurant is opening a second location.
 - B. The restaurant serves food from different countries.
 - C. Customers have good options to choose from.
 - D. Customers can have food delivered to their home.

Notes

LISTENING

Now you will hear the fourth talk. Look at the questions.

Listen to a manager at an online shopping company.

41. What will change for employees at the start of the workday?
- A. They will come in to the office earlier.
 - B. They will only answer specific questions from customers.
 - C. They will list all tasks they work on.
 - D. They will complete unfinished work first.
42. Why does the speaker want to use automatic responses in emails?
- A. to spend less time on the computer
 - B. to be more efficient
 - C. to avoid confusion among workers
 - D. to attract more customers
43. What does the speaker ask listeners to do later?
- A. send a list of ideas to a coworker
 - B. spend twenty minutes reading an email
 - C. give him their work schedule requests
 - D. schedule a meeting with their coworkers
44. What issue is the speaker mainly discussing?
- A. changes in how employees communicate with customers
 - B. mistakes in work employees have submitted to him
 - C. a new distribution of work among employees
 - D. a specific employee's role at the company
45. What does the speaker mean when he says: 
- A. Customers are leaving the company.
 - B. Employees are missing sales opportunities.
 - C. A message needs to be sent to employees.
 - D. A problem needs to be solved.

Notes



End of the listening test

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Reading Section Instructions

Do not begin this section until the examiner has read these instructions to you. Do not turn the page until the examiner has told you to do so.

This section of the examination contains 65 questions. Each question has only one correct answer.

Here are examples of each kind of question. In each example, the correct answer is underlined. If you do not understand how to do the questions, raise your hand and a proctor will explain the examples to you. None of the actual test questions can be explained.

Grammar

Choose the word or phrase that best completes the sentence.

Rather than leave the job for tomorrow, it's _____ it now.

- A. finishes better
- B. better to finish**
- C. finishing better
- D. better finished

Vocabulary

Choose the word or phrase that best completes the sentence.

Everyone thought that the new student was a welcome _____ to the class.

- A. increase
- B. extra
- C. rise
- D. addition**

Reading

Choose the best answer to each question and mark it on your answer sheet.

An approach to exercise called HIIT (High Intensity Interval Training) has become popular with busy people. According to some studies, a 20-minute HIIT session, which includes relatively long periods of rest, can have the same health benefits as a traditional 50-minute workout.

What is implied about people who practice HIIT?

- A. They have little time for exercise.**
- B. They don't have exercise equipment.
- C. They don't like to go to the gym.
- D. They like long workouts.

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. If you do not know the answer, you may guess. Try to answer as many questions as possible.

You have **75 minutes** to answer all 65 questions. If you finish before the time is over, you may check your answers within the reading section only. Do not go back to the listening section of the exam. Do not leave the room before the end of the time period. Remain silent and in your seat until the group is dismissed.

Do you have any questions?

READING: GRAMMAR

46. John is four years _____ his little brother.
- A. old more than
 - B. than older
 - C. more than old
 - D. older than
47. If students are not able _____ class, they must complete any work that they miss.
- A. attended
 - B. to attend
 - C. attend
 - D. attending
48. For their safety, park visitors _____ to not give food to any wild animals.
- A. asking
 - B. to be asked
 - C. are asked
 - D. will ask
49. Until we hire a new person, we'll all have to divide the work evenly among _____.
- A. one other
 - B. ourselves
 - C. our own
 - D. oneselves
50. The rare books in David's store cannot be found _____ the city.
- A. nowhere else in
 - B. anywhere else in
 - C. everywhere else at
 - D. somewhere else at
51. We would have missed our flight _____ delayed.
- A. if only it was
 - B. unless it was
 - C. had it not been
 - D. provided that it was
52. _____ your research papers and turn them in by tomorrow, please.
- A. Finishing
 - B. To finish
 - C. Finish
 - D. Can finish
53. "How do you like your new equipment?"
"It's great! The new camera _____ image than the old one."
- A. produces a much sharper
 - B. is producing the sharpest
 - C. is producing a very sharp
 - D. has produced much sharper

READING: GRAMMAR

54. Please tell me _____ think about the report I wrote.
- A. how your
 - B. what you
 - C. that your
 - D. you have
55. _____ university students don't wake up early unless they have a class.
- A. Most
 - B. Most of
 - C. The most
 - D. The most of
56. "Was the conference a success?"
"Not really, _____ they spent a lot of money on it."
- A. although
 - B. while
 - C. thus
 - D. even
57. What _____ to gain from their actions?
- A. it is expected
 - B. they expect
 - C. did they expecting
 - D. do they expect
58. Mike is such a good student that he _____ the math test in less than an hour.
- A. got along
 - B. got through
 - C. got across
 - D. got by
59. We _____ guests that the swimming pool will not be open today.
- A. regret to inform
 - B. regret informing
 - C. have regrets to inform
 - D. are regretting to inform
60. The new road system seems like a good idea _____ the whole, but some people in the town are against it.
- A. in
 - B. on
 - C. by
 - D. at

READING: VOCABULARY

61. Class is being held in a different room next week because they're going to _____ some new computers in here.
- A. install
 - B. upgrade
 - C. generate
 - D. equip
62. The gallery downtown has a new exhibit of art that is made only from _____ occurring materials.
- A. frankly
 - B. literally
 - C. naturally
 - D. likely
63. The president of the company liked Joe's detailed business _____.
- A. effort
 - B. proposal
 - C. finance
 - D. system
64. The tour bus won't leave until everyone is _____.
- A. beyond
 - B. aboard
 - C. among
 - D. within
65. Grades in this class are _____ on three things: attendance, papers, and a final exam.
- A. reliable
 - B. sustainable
 - C. dependent
 - D. relevant
66. The new director said that balancing the budget would be her first _____ at the company.
- A. priority
 - B. transaction
 - C. interpretation
 - D. settlement
67. I _____ that the store was selling the laptop I wanted at a special low price.
- A. looked out
 - B. found out
 - C. brought out
 - D. took out
68. This year, the university's director of clubs _____ a plan to get more students to participate in social activities.
- A. convinced
 - B. engaged
 - C. confronted
 - D. implemented

READING: VOCABULARY

69. We took _____ from the rain under a tree.
- A. defense
 - B. shelter
 - C. guard
 - D. coverage
70. A number of families waited at the entrance of the theater, knowing that it would open _____.
- A. previously
 - B. occasionally
 - C. shortly
 - D. sharply
71. Dr. Brown's philosophy seminar was _____ as one of the department's best courses.
- A. regarded
 - B. witnessed
 - C. supposed
 - D. estimated
72. Those peaches we bought are not quite _____ yet.
- A. delicate
 - B. substantial
 - C. ripe
 - D. steady
73. Having confidence and a positive attitude are common _____ of successful employees.
- A. signals
 - B. traits
 - C. customs
 - D. symptoms
74. The group of citizens _____ hard for a change in the law.
- A. pressured
 - B. boosted
 - C. pushed
 - D. forced

This passage is about work environments.

As companies rely more on technology, the number of employees doing so-called “telework” has been increasing. In many parts of the world, employees can just as easily work from home as from a traditional office setting. It is often thought to lessen the burden of commuting and minimize other work stressors. Companies, too, can benefit. Employing workers that are less stressed often increases productivity while reducing employee turnover. But is working from home really a stress-free solution? New research shows that for certain individuals, it can actually be more exhausting than office work.

A study asked workers about productivity, stress, and sense of conflict between work and home responsibilities. Some participants in the study reported higher levels of exhaustion while working from home. It turns out that someone with a busy family life experiences distracting family-related demands at home during the day, such as domestic chores or a crying child; people with fewer domestic duties are able to maintain a barrier between them and work, and therefore reported less exhaustion. The irony, then, is that those who may feel the most need for relief from the demands of work actually felt the least benefit from teleworking.

The key to successful telework appears to be creating a dedicated space for the workday. Set up a separate physical space for work. Specify which hours you’ll be working and available to be reached, and stick to them. You can even dress professionally to help create a workplace environment.

75. What is the main purpose of the passage?
 - A. to describe traditional workplace environments
 - B. to explain how to decrease stress in the office
 - C. to report on surprising research findings
 - D. to argue that more people should work from home

76. In the first sentence of paragraph 1, what does **telework** mean?
 - A. working from home
 - B. working with technology
 - C. working in the computer field
 - D. working in an office environment

77. Why does the author mention family life?
 - A. to explain a reason for a problem
 - B. to explain a reason people work from home
 - C. to describe the best physical space for telework
 - D. to describe the author’s own experience

78. In the third sentence of paragraph 2, what does **them** refer to?
 - A. employees
 - B. work demands
 - C. domestic duties
 - D. offices

79. What does the author suggest about telework schedules?
 - A. They should remain consistent.
 - B. They should match those in a traditional office.
 - C. The flexibility they offer is important.
 - D. The hours should be shorter than in an office.

80. According to the passage, what will help teleworkers feel that they are at work?
 - A. communicating frequently with colleagues
 - B. ignoring their family demands
 - C. wearing work clothes
 - D. visiting the office often

This passage is about ants.

Ants are remarkably good at getting from place to place. Even with many ants in transit, traffic moves smoothly. Ants almost never experience the slowdowns that human drivers do. Researchers have wondered how to translate this to the human realm. According to one recent study, it comes down to three simple things.

First of all, ants aren't selfish the way people can be. They feel no need to rush around their counterparts or put their own arrival ahead of another ant's. Secondly, they don't mind bumping into each other, so minor collisions aren't a concern. If they crash, they just keep going. Third, ants operate with control, maintaining steady speed and movement. When conditions are crowded, their motions become even more predictable.

This steady, patient approach allows ants to merge several flows of movement into one, and even navigate the equivalent of one-lane roads. A human driver stuck behind a slow-moving truck feels delayed, but ants know that in such situations, riding it out rather than trying to get ahead can actually save time, sometimes reducing the trip by as much as half.

Could we free ourselves of everyday traffic jams by imitating these insects? Self-driving cars might be able to do the trick, helping us travel more safely and steadily. But we have a long way to go before people willingly hand over the wheel to a computer. For now, let's try to remember to let go of self-interest on busy roads.

81. What is the main purpose of this passage?
 - A. to suggest why people dislike insects
 - B. to explain why people dislike driving
 - C. to compare insect and human behavior
 - D. to contrast different types of insects

82. In the fourth sentence of paragraph 1, what does **this** refer to?
 - A. researchers' work on traffic
 - B. slow traffic
 - C. human drivers
 - D. ants' ability to travel

83. What does the author say about crashes and collisions?
 - A. They do not happen in controlled environments.
 - B. They occur more frequently among insects.
 - C. They are less harmful at lower speeds.
 - D. They are not a problem for ants.

84. In the second sentence of paragraph 3, what does the phrase **riding it out** mean?
 - A. arriving more quickly
 - B. passing by another driver
 - C. traveling in dangerous conditions
 - D. waiting for the situation to change

85. What does the author say can be reduced by half?
 - A. travel time
 - B. traffic volume
 - C. insect species
 - D. size of insects

86. What does the author say people would be resistant to?
 - A. reducing the number of roads
 - B. changing the rules for driving
 - C. giving up control of their transportation
 - D. increasing research on insect travel patterns

A

LIL' BIKE



WARNING:

Please read carefully before use to avoid injury.

- Children must always be monitored when playing with this product
- Never use this toy on roads or other traffic areas
- Avoid elevated surfaces, such as hills and ramps
- Children must wear helmets and knee pads for safety

Recommended age: 3–5 years
Maximum weight: 75 lbs (34 kg)

B

VIDEO RIDER, children's electronic bike

Customer Reviews

Rating: ★★☆☆☆

Comment by Paul R.

I purchased the Video Rider for my four-year-old daughter two weeks ago. She has a Lil' Bike, which she loves, but she isn't able to ride it much in the winter, when it's too cold and snowy outside. I thought that the Video Rider would be a good indoor alternative, but unfortunately it doesn't work very well.

The instructions are pretty simple: plug the Video Rider into your TV set, start pedaling, and an interactive video game involving a bike race appears on the screen. However, about five minutes into the game, the video suddenly stops. I tried everything, and simply couldn't fix the problem. The concept is nice, but because of the technical problems, I give this product just two stars.

C

Put Used Toys to Good Use

by Nancy Parker



Unsure what to do with toys your children have abandoned? Rather than put them in storage or simply throw them out, a better alternative is to give away gently used toys so other children can enjoy them. The following often accept toy donations year-round:

Charities

Many charities distribute used toys to less-fortunate children. These organizations usually accept all types of toys, provided that they are in good condition and work properly.

Medical Centers

Some medical centers are willing to take secondhand toys for use in their waiting rooms. For health and safety reasons, these centers have strict rules on which toys are acceptable. Call your medical center for more information.

D

The City Times

LIFESTYLE

by Adrian Jones

Tuesday, April 17

Acme's Classic Game Gets Electronic Version

Acme Toys has announced the release of the electronic version of its best-selling board game Smart Kid. The electronic game—Video Smart Kid—is compatible with all computers. The original board game, created in 1991, is an educational question-and-answer game for up to six players. The questions involve science, history, geography, and other subjects typically taught in middle and high school. In its electronic version, players can choose the level of difficulty of the questions. However, the more interactive features of the original game, such as working in teams to answer challenge questions, are lost in Video Smart Kid.

Initial reviews of Video Smart Kid are mostly negative. The graphics are poor and the video freezes quite often. The technical problems did not come as a huge surprise. Acme's previous release, the Video Rider electronic bike, was a commercial failure due to similar glitches. While Acme's electronic toys are yet to meet customer expectations, sales of their classic toy line, including Smart Kid and the Lil' Bike, continue to rise. The question is: Will Acme eventually fix its technical issues or end up discontinuing its electronic toys?

READING

Refer to page 28 when answering the questions below.

The following question refers to section A.

87. According to section A, when can children ride the Lil' Bike?
- A. when weighing over 34 kg
 - B. when they're aged six or older
 - C. when they're out on the street
 - D. when someone responsible is watching

The following questions refer to section B.

88. Why doesn't Paul's daughter ride her Lil' Bike more often?
- A. because she likes her Video Rider better
 - B. because she's too big for it now
 - C. because of the weather
 - D. because her Lil' Bike is broken
89. What does Paul complain about?
- A. The toy isn't safe for children.
 - B. The bike doesn't move.
 - C. The game is too difficult for his daughter.
 - D. The video doesn't play correctly.

The following questions refer to section C.

90. What is the main purpose of section C?
- A. to explain why some toys can't be donated
 - B. to show how old toys can be fixed
 - C. to encourage people to donate toys
 - D. to suggest toys that parents should buy
91. Why does the author tell readers to call a medical center?
- A. to learn how to avoid accidents
 - B. to see if they need volunteers
 - C. to get a list of patients who want toys
 - D. to check which toys are appropriate to give

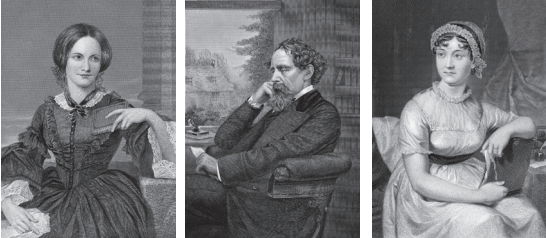
The following questions refer to section D.


92. What is section D mainly about?
- A. a new toy
 - B. a new toy company
 - C. low sales at toy stores
 - D. traditional toys

93. In paragraph 1, what does the author compare?
- A. different editions of a game
 - B. different toy manufacturers
 - C. educational activities
 - D. topics studied in school
94. Why does the author mention interactive features?
- A. to show a disadvantage of Video Smart Kid
 - B. to show what makes a game difficult to play
 - C. to explain why Acme is changing its products
 - D. to explain why educational toys are useful
95. What does the author think of Acme's electronic toys?
- A. They're not as good as its regular toys.
 - B. They're good for older children only.
 - C. Their quality is improving.
 - D. Their popularity is surprising.

The following questions refer to two or more sections.

96. Which section does not mention a specific product?
- A. section A
 - B. section B
 - C. section C
 - D. section D
97. What would Nancy Parker probably say about the Video Rider Paul R. wrote about?
- A. It would be dangerous for young children.
 - B. It's a good choice for his daughter.
 - C. It shouldn't be given to charity.
 - D. It would be good in a medical center.
98. Based on section D, what will probably happen to the product in section A?
- A. Acme will contact people who bought it.
 - B. Acme will replace it with a new version.
 - C. Acme will continue to sell it.
 - D. Acme will make it safer.

A	English 222	Section 04
Introduction to Nineteenth-Century British Literature		
M, W, F	10:00 a.m. – 11:00 a.m.	
Garcia Hall	Room 501	
Professor: Lena Mueller		
		
<p>This course will explore classic texts of Britain's nineteenth century. Our focus will be on the novel. We will explore how social factors affected fiction writing during this period of British history. Authors will include the Brontë sisters, Charles Dickens, Jane Austen, and more. Students will complete several short writing assignments and one longer term paper. Class participation is also key.</p>		

B		<p>To: English 222, Section 04 From: Dr. Lena Mueller</p> <p style="text-align: right;">Date: August 27</p> <p>Dear Students,</p> <p>I look forward to exploring the world of nineteenth-century British literature together.</p> <p>Naturally, this class will involve a lot of reading. Because we have so much text to cover, I would like to assign you a bit of work to prepare for the course.</p> <p>Please complete the following by our first day of class.</p> <p style="text-align: center;">Text: <i>Jane Eyre</i> by Charlotte Brontë Pages: Chapters 1-20 Due: September 7</p> <p>You can easily buy the book online if you are not yet able to visit a campus bookstore. Your local library is also almost certain to have a copy. A digital version is acceptable in this case. For the rest of the term, we will use paper editions.</p>
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C	End-of-Term Evaluation
<p>English 222: Section 04 Professor: Lena Mueller</p> <hr/> <p>Overall, I really liked the class. Professor Mueller knew so much, and I started seeing the importance of authors' lives in a way I never had before.</p> <p>The writing assignments were challenging, but rewarding. I enjoyed the assignment where we wrote about the life of a well-known British author and about how the culture of the time may have influenced their writing.</p> <p>The one issue was there was so much reading. I know that literature classes obviously require reading, but one week we were assigned 500 pages to read. It's hard to do that even if you don't have a full-time course load. I think a lot of us weren't able to do it despite trying our best.</p>	

D	Short Essay: Week 6
<p>Leo Mason English 222: Section 04 Professor Mueller</p> <hr/> <p>The Brontë sisters are some of the most well-known writers from the nineteenth century. Their books are still widely read today. Charlotte and Emily Brontë are the most famous, as the writers of <i>Jane Eyre</i> and <i>Wuthering Heights</i>, respectively. But the third sister, Anne Brontë, also wrote several notable novels that have a lot to offer modern-day readers.</p> <p>How famous their work became and remains is even more impressive when you consider how difficult it was for them to write their books. At the time, female writers were not common. Some women wrote under male names, and in fact the Brontë sisters did as well, publishing as brothers named Currer, Ellis, and Acton Bell.</p> <p>The way they lived no doubt shaped their stories, as their work often examines women's place in society. One frequently told story is that, since they had an isolated childhood, the Brontës came up with stories to keep themselves entertained. Indeed, the three sisters, along with their brother Branwell, used to write stories about invented worlds. They actually produced more works together as children than they did as adults.</p> <p>Charlotte did eventually reveal her true identity during her lifetime. Though she went on to publish more work, her most famous book is the one she wrote under her pen name, the novel <i>Jane Eyre</i>.</p>	

READING

Refer to page 30 when answering the questions below.

The following questions refer to section A.

99. What does this section describe?
- A. a type of novel
 - B. a teaching method
 - C. a literature class
 - D. a way of writing
100. What does the writer say about British society?
- A. It is divided into an upper and lower class.
 - B. It is the focus of a writing assignment.
 - C. Its impact on literature will be examined.
 - D. It changed significantly in the nineteenth century.

The following questions refer to section B.

101. What is the purpose of this section?
- A. to describe an author
 - B. to announce a change
 - C. to discuss a book's history
 - D. to give an assignment
102. What will happen on September 7?
- A. A course will begin.
 - B. A library will open.
 - C. A book will be in stores.
 - D. A new assignment will be given.
103. What does the writer say about libraries?
- A. They have longer business hours than bookstores.
 - B. They probably have copies of a book.
 - C. They have digital and paper books.
 - D. They have helpful employees.

The following questions refer to section C.

104. What is the purpose of this text?
- A. to describe a work of literature
 - B. to ask a teacher for help
 - C. to give an opinion about a teacher
 - D. to explain an assignment

105. What does the writer say was a problem?
- A. The writing assignment deadlines were difficult to meet.
 - B. Some books were difficult to understand.
 - C. Some classes were too long.
 - D. The reading assignments were too long.
106. In the last sentence, what does **it** refer to?
- A. an assignment
 - B. a book
 - C. a class
 - D. an issue

The following questions refer to section D.

107. What is the writer of this text particularly impressed by?
- A. the success of three female authors
 - B. the nineteenth century
 - C. a book that recently became popular
 - D. a publishing company
108. In the third sentence of paragraph 2, what word could best replace **under**?
- A. subject to
 - B. using
 - C. experiencing
 - D. beneath
109. What is said about Branwell Brontë?
- A. His sisters published works using his name.
 - B. He used to be more famous than his sisters.
 - C. He wrote stories with his sisters as a child.
 - D. He helped his sisters' work to become popular.

The following question refers to two or more sections.

110. What is the relationship between sections C and D?
- A. C was written before D.
 - B. C is a source referred to in D.
 - C. D is an assignment described in C.
 - D. D is a response to an argument in C.



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