



EB Zürich

Einstufungstest

Certificate of Proficiency in English (CPE) C2

- Bearbeiten Sie den Test ohne zu unterbrechen.
- Lösen Sie die Aufgaben ohne fremde Hilfe.
- Benützen Sie keine Wörter- oder Grammatikbücher.
- Bearbeitungszeit:: 60 Minuten
- Schicken Sie den Test mit den Lösungen zurück an die untenstehende Adresse.

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Spätestens eine Woche nach Erhalt Ihres Tests, werden wir Sie kontaktieren, um Sie in den passenden Kurs einzuschreiben.

Damit wir mit Ihnen Kontakt aufnehmen können, bitten wir Sie um folgende Angaben:

Name:..... Vorname:.....

Strasse:

PLZ/Ort:.....

Tagsüber bin ich unter folgender Telefonnummer erreichbar:.....

E-Mail:

CPE Placement Test.

Part One

1. You are going to read an extract from J.M.Coetzee's *Boyhood*. 3 paragraphs have been removed from the extract. Choose from the paragraphs A-D the one which fits each gap (1-3) and write the letter a, b, c, or d in the box beside the number. There is one extra paragraph you do not need.

Once a week he and his class troop across the school grounds to the gymnasium for PT. In the changing room they put on white singlets and shorts. Then, under the direction of Mr Barnard, also attired in white, they spend half an hour leapfrogging the pommel horse or tossing the ball or jumping and clapping their hands above their heads.

1	
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His feet are soft and white; otherwise they look like everyone else's, even those of boys who have no shoes and come to school barefoot. He does not enjoy PT and the stripping for PT but he tells himself he can endure it, as he endures other things.

2	
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He spends three days at home recovering. On the fourth day he returns with a note from his mother, a note whose indignant wording he is aware of and approves. Like a wounded warrior resuming his place in the ranks, he limps down the aisle to his desk.

"Why were you away from school?" whisper his classmates.

"I couldn't walk; I had blisters on my feet from the tennis," he whispers back.

3	
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- a. He puts the blame on his mother for not beating him. At the same time that he is glad he wears shoes and takes out books from the public library and stays away from school when he has a cold - all the things that set him apart - he is angry with his mother for not having normal children and making them live a normal life.
- b. They do all of this with bare feet. For days ahead he dreads baring his feet for PT, his feet that are always covered. Yet when his shoes and socks are off, it is suddenly not difficult at all. He has simply to remove himself from his shame, to go through with the undressing in a brisk, hurried way, and his feet become just feet like everyone else's. Somewhere in the vicinity the shame still hangs, waiting to return to him, but it is a private shame, which the other boys need never be aware of.
- c. He expects astonishment and sympathy; instead he gets mirth. Even those of his classmates who wear shoes do not take his story seriously. Somehow they too have acquired hardened feet, feet that do not blister. He alone has soft feet, and soft feet, it is emerging, are no claim to distinction. All of a sudden he is isolated - he and, behind him, his mother.
- d. Then one day there is a change in the routine. They are sent from the gymnasium to the tennis courts to learn tennis. The courts are some distance away; along the pathway he has to tread carefully, picking his steps among the pebbles. Under the summer sun the tarmac of the court itself is so hot that he has to hop from foot to foot to keep from burning. It is a relief to get back to the changing room and put on his shoes again; but by afternoon he can barely walk, and when his mother removes his shoes at home she finds the soles of his feet blistered and bleeding.

2. Correct any mistakes you find in the following sentences:

- a. I am living here since half a year
- b. If I would know, I'd explain you where it is

3. Look at the picture entitled "growing up" and write

a. what you think might have happened before it was taken.

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b. What aspects of "growing up" does the photo show?

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c. What other two aspects of "growing up" would you like to photograph? Give a reasons for each aspect.

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CPE Placement Test Part Two

1. **On a separate sheet of paper, write the following 3 letters. Each letter should consist of *not more than two sentences!* Do not write any addresses or dates.**
 - a. Write to the manager of a hotel reserving a quiet single room with shower for two nights.
 - b. Write to Mrs Brown (personnel manageress of the firm where you have applied for a position) confirming that you will attend the interview on the date and at the time given.
 - c. Write to Bob saying you have to put off meeting him giving a reason.

2. **Fill in the gaps with *one word only*:** English has spread not so (a)..... for linguistic reasons, e.g. that its simple grammar (b).....it easy to learn, but rather because it has often found (c).....in the right place, at the right time. Two developments have effected this. Firstly, in a number of countries, English is now used in addition to national or regional languages. As (d)..... as this, an electronic revolution has taken (e)..... . It is estimated that (f).....in the region of 80% of worldwide electronic communication is now in English.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word in brackets. Do not change the word given. Use between 3 and 8 words, including the word given.

- a. He speaks Russian and Japanese too. **(only)** Not.....
.....Russian but he also speaks Japanese.
- b. I had no problems at all during my trip to France. **(plan)** Everything.....
.....during my trip to France.
- c. Heavy rain brought their picnic to an abrupt end. **(cut)** They had
to..... because of heavy rain.
- d. The old railway station is now a museum. **(turned)** The old railway
station.....a museum.

3. Read the following text and do the task which follows.

The first step is to persuade yourself that you can speak in public. Like an actor waiting in the wings, or an athlete warming up for the race, get your confidence high. Focus your thoughts on previous successes. Remember that physical symptoms of nerves, knee knocking, trembling hands are obvious to you but not the audience. Some of the worst presentations are those where the speaker has slung it all together half an hour before delivery and that's not going to impress anyone.

Inexperienced public speakers generally rely too heavily on words, so that they overlook other features which give a successful speaker impact

Research shows words account for only 7% of the speaker's impact on the audience. 55% of the impact is visual, i.e. facial expression, gestures, posture, etc., while 38% of impact comes from voice; does the person sound trustworthy, is the voice varied and interesting to listen to?

This breakdown of the impact that a speaker has may sound unlikely, but imagine returning a faulty item to a shop, and the shop assistant says, "I'm sorry, I'll see what I can do". If this is said in an uninterested voice as the assistant leans on the counter about to resume a conversation with a colleague, you won't feel confident that anything much will happen. But an assistant who is standing upright and looking directly at you will create an entirely different impression with the same words.

Think of a favourite teacher at school. They were probably someone who was enthusiastic and animated, someone with vocal and visual impact. Try recalling phone calls with people you've never met. Invariably, we make judgements based on their voices and how they sound. After seeing people we might say, "he seemed ill at ease" or "she looked very confident" and often these opinions are formed before the speaker had said one word.

In a paragraph of *not more than 50-60 words*, summarise in your own words as far as possible the reasons given why people perform badly when speaking in public.

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end of test