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ECCE

Examination for the
Certificate of
Competency in
English

Information Bulletin



TESTING AND CERTIFICATION DIVISION
ENGLISH LANGUAGE INSTITUTE
UNIVERSITY OF MICHIGAN

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OVERVIEW OF THE ECCE

The Examination for the Certificate of Competency in English (ECCE) is a standardized high-intermediate level English as a foreign language (EFL) examination. It is aimed at the B2 (Independent User, Vantage) level of the Common European Framework of Reference (CEFR), and is developed and scored by the English Language Institute of the University of Michigan (ELI-UM). The ECCE is given twice annually at ELI-UM–approved test centers in Asia, Europe, and Latin America.

The emphasis of the ECCE is on the communicative use of English rather than on a formalistic knowledge of the language. It is aimed at students who are able to function and perform essential communicative transactions in all four skill areas of the language (reading, writing, speaking, and listening). While the ECCE is not an academically oriented exam, it may be seen as a bridge to such an exam (e.g., ECPE, MELAB). The ECCE level is similar to the Cambridge First Certificate in English (FCE), or to TOEFL scores ranging from 450 to 525.

Examinees can use the ECCE certificate as evidence of high-intermediate competence in English for personal, public, educational, and occupational purposes. For example, in several countries the ECCE is used as an exit exam at the end of a course of study. In addition, it is also used to provide evidence of one's level of English to employers. Successful examinees may find an ECCE certificate useful when applying for a job or a promotion, or when conducting business with companies worldwide.

ELI-UM is committed to excellence in its tests, which are developed in accordance with the highest standards in educational measurement. All parts of the examination are written following specified guidelines, and items are pretested to ensure that they function properly. ELI-UM works closely with test centers to ensure that its tests are administered in a way that is fair and accessible to examinees and that the ECCE is open to all people who wish to take the exam, regardless of the school they attend.

The ECCE tests all four skill areas: listening, reading, writing, and speaking. It emphasizes the ability of the examinee to communicate effectively in English.

PREPARING FOR THE ECCE

ELI-UM does not recommend any specific course of study to be taken in preparation for the ECCE. The best preparation is through the general study and use of English.

Examinees may also find it useful to consult the sample test items at the end of this booklet in order to familiarize themselves with the format of the test items. In addition, many different publishers produce study guides for the ECCE. A list of preparation materials available and additional sample test items can be found on the ELI-UM website, www.lsa.umich.edu/eli.

Some local language schools offer courses specifically for learners wishing to prepare for the ECCE, or may recommend a course of study for learners wishing to take the ECCE. Contact your local test center for information about language courses in your area.

ECCE FORMAT

The following chart describes the format and content of the ECCE. At the end of this booklet you will find sample items from each section of the test.

Section	Time	Description	Number of Items
Speaking	15 minutes	A structured oral interaction occurs between the examinee and the oral examiner. The interaction involves a visual prompt.	4 stages
Listening	30 minutes	Part I (multiple choice) A short recorded conversation is followed by a question. Answer choices are shown as pictures.	30
		Part II (multiple choice) A recorded radio interview is broken into segments. Groups of questions follow each segment, with brief printed answer choices.	20
Grammar, Vocabulary, Reading (GVR)	80 minutes	Grammar (multiple choice) An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct.	35
		Vocabulary (multiple choice) An incomplete sentence is followed by a choice of words to complete it. Only one word has the correct meaning in that context.	35
		Reading (multiple choice) Part I: A short reading passage is followed by comprehension questions. Part II: Short texts are presented as advertisements accompanied by questions. Part III: Longer related passages are accompanied by comprehension questions.	30
Writing	30 minutes	A short excerpt from a newspaper, memo, or letter is presented as a writing topic. Examinees can choose to write either a letter or an essay response.	1 task

SCORING

The ECCE is scored using a method called aggregate scoring. Aggregate scoring allows students who are weak in one area to compensate by being strong in another area. For example, it may be possible for examinees who fail one section to pass the exam if their scores in other sections are well above the minimum passing level. Examinees who fail two or more sections will not pass the exam. The aggregate scoring method is appropriate for intermediate-level students of English, who typically do not learn all English language skills at the same pace.

The speaking and writing sections are graded according to scales established by ELI-UM. The speaking rating is assigned by the local oral examiner. The writing section ratings are assigned by at least two specialized evaluators trained by ELI-UM. Scoring rubrics for the speaking and writing sections can be found on pages 13 and 27 of this booklet. More information about the scoring rubrics is available on the ELI-UM website.

RECEIVING RESULTS

ELI-UM does not report results directly to examinees. After all exams in an administration period have been administered and scored, ELI-UM reports examination results to the test centers. All examinees receive an Examination Report, which indicates performance levels for each section of the test. Actual numerical scores are not reported. The local test center notifies examinees of their results.

After results have been reported, ELI-UM sends certificates to the test centers for distribution to successful examinees.

EXAMINATION REPORTS

Examinees will receive an Examination Report that shows their overall performance as well as the levels for each test section. Examinees are given these results so that they will know the areas in which they are doing well and in which they may need to improve.

On the Examination Report, the following information is provided:

1. The result for the ECCE (Pass/Fail);
2. Section results with a brief description of the examinee's performance.

The five levels of performance, from highest to lowest, are:

- High Pass (HP)
- Pass (P)
- Low Pass (LP)
- Borderline Fail (BF)
- Fail (F)

RESCORING

Examinees who wish to have their exam rescored can get a Rescore Request form from the test center where they took the test. They will return the form to the their test center, along with the corresponding fee.

- Examinees have up to one month after test results have been issued by ELI-UM to request a rescore.
- Examinees receive rescore results after ELI-UM has processed the request and returned the information to the test center.
- The ECPE rescore fee is available from ELI-UM. Please contact us at elicertif@umich.edu for information.

DECLINING OR INVALIDATING SCORES

The ECCE is a secure test. ELI-UM reserves the right to decline to score the ECCE or to invalidate ECCE scores under the circumstances listed below. No exam fees will be refunded and the examinee will not be allowed to take the exam again.

- An examinee misrepresents her/himself; for example, examinee appearance or signature does not match picture or signature on the ID.
- There is sufficient evidence that the handwriting on the ECCE composition does not match the examinee's signature.
- The examiner discovers evidence of examinee misconduct during the ECCE administration, including, but not limited to, copying answers from another examinee, talking with another examinee during the test administration, transferring ECCE test information to any external media, referring to previously prepared notes or aids (test preparation books, study guides, dictionaries, etc., are not allowed), creating a disturbance, or neglecting to follow the examiner's instructions.
- There is an unusual discrepancy in the examinee's performance and/or pattern of answers across test sections.

TEST TAKERS WITH DISABILITIES

ELI-UM is committed to ensuring that every examinee be able to demonstrate his or her language ability under circumstances that are fair and equitable. For this reason, ELI-UM allows exam applicants with disabilities to request special accommodations. These accommodations may include changes in the format or the administration of the test.

Types of disabilities usually granted accommodations:

- Visual impairment or blindness
- Hearing impairment or deafness
- Motor impairment
- Psychological and learning disabilities

Arrangements that can be requested:

- Wheelchair access
- Extended testing time
- Additional rest breaks
- Reader
- Scribe
- Recorder to mark answers
- Headphones
- Alternate test formats (e.g., Braille, large print)
- Alternate response formats (e.g., computer for writing section)

How and when to apply

Examinees should apply directly to the local test center as far in advance as possible from the test date. For special materials, such as Braille or large-print exams, the examinee should apply at least three months before the test date. For administrative modifications, such as extended time, reader, or scribe, the examinee should apply at least one month before the test date. The test center representative will inform the examinee before the exam about what accommodations have been granted.

Required documentation

Documentation from a licensed or certified professional who is qualified to evaluate the examinee's disability should be submitted to the examination center in advance of the actual test date, at the time when the examinee registers to take the exam. Individuals with disabilities are defined by the American Psychological Association as persons possessing a physical, mental, or developmental impairment that substantially limits one or more of their major life activities. Qualified professionals include physicians, school psychologists, psychometricians, and psychiatrists. Classroom teachers or parents are not considered to be qualified to make a disability determination.

Score reporting and certificate modifications

When there is credible evidence that the scores from a modified examination are comparable to scores from a standard administration, no special indicator is placed on the certificate. When such evidence is lacking, information about the nature of the modification will be provided, if permitted by law, to help test users interpret test results accurately.

In cases where a section of the examination is not given (e.g., the listening section is not administered because the examinee is profoundly deaf), ELI-UM will issue a modified certificate. The modified certificate will indicate which sections of the exam were taken and passed.

Further information

Please visit the ECCE section of ELI-UM's website for more information as well as a copy of the manual for test takers with disabilities.

ADMINISTRATION AND TEST CENTERS

A new ECCE is administered approximately every six months: in May and in December. Some test centers may administer the ECCE only once a year. The cost of the ECCE also varies from country to country, depending on the local economy. The fee is paid directly to the test center. For specific information about registration procedures, test dates, and fees in your area, contact your local test center.

Argentina	Colombia	Lebanon	Spain
Austria	Ecuador	Macedonia (FYROM)	Uruguay
Belgium	El Salvador	Mexico	Venezuela
Bolivia	Greece	Paraguay	Vietnam
Brazil	Guatemala	Peru	
Bulgaria	Italy	Portugal	
Chile	Jordan	Romania	

Visit the ELI-UM website for a list of all ELI-UM ECCE test centers (www.lsa.umich.edu/eli). Contact the testing center nearest you to find out if and when the ECCE is offered in your area. **You may take the ECCE only in the country in which you are a resident.**

FREQUENTLY ASKED QUESTIONS

When and how often can I take the ECCE?

Examinees may take the ECCE as often as it is offered. Most test centers offer the ECCE twice a year; once in May and again in December.

Do I have to be a student at the test center in order to take the ECCE there?

No. Test centers are required to offer the ECCE to all interested persons, regardless of whether they are students at the test center.

Should I use a pen or pencil on the writing section?

Examinees must use a pencil on the writing section.

Can I use a dictionary during the exam?

No. Examinees are not allowed to use any aids during the exam.

Can I make notes in my test booklet?

In Part II of the listening section of the ECCE, examinees are encouraged to take notes in the test booklet as they listen. Otherwise, it is not necessary. Examinees should not mark answers in the test booklet; answers should be marked on the separate answer sheet.

If I don't know the answer to a question, should I guess or leave the answer blank?

If you don't know the answer to a question, you should make an educated guess. There is no extra penalty for wrong answers.

What happens if I mark more than one answer to a question?

The question will be marked wrong, even if one of the marked answer choices is correct.

If I use alternate English accents or spellings in the speaking or writing sections, will I be penalized?

No.

Who scores the speaking section?

The local oral examiner who administers your speaking test will score your speaking test.

Who scores the writing section?

The writing section is scored by specialized evaluators trained by ELI-UM.

How long does it take to receive test results?

Examinees should expect to receive their results within one to two months after taking the exam.

How do I receive my results?

The test center where you took the exam will notify you of your results.

Can I replace a missing or lost certificate?

Once certificates have been sent to the test centers, ELI-UM will not issue duplicate certificates or copies of Exam Reports. You may contact your center to request a letter specifying the test you took, when you took it, and the final result.

How does the ECCE relate to the Common European Framework of Reference (CEFR)?

The content and difficulty of the ECCE is aimed at the B2 (Independent User, Vantage) level.

Proficient	C2	Mastery
	C1	Effective Operational Proficiency
Independent	B2	Vantage
	B1	Threshold
Basic	A2	Waystage
	A1	Breakthrough

How can I get more information about University of Michigan exams?

Additional information about the ECCE and other University of Michigan exams is available on the English Language Institute website, www.lsa.umich.edu/eli.

For specific information about test dates, registration procedures, and test fees in your area, contact your local test center.

How can two examinees have the same section results, but one examinee passes and the other fails?

In the aggregate scoring system (see p. 5, Scoring), an examinee may compensate for failing a section by earning a higher score in one or more other sections of the exam. However, it is not always the case that an examinee will be able to compensate for the failed section. For further information, please see the ECCE website.

ECCE SAMPLE SECTIONS

In this portion of the *ECCE Information Bulletin* you will find samples of the speaking, listening, grammar, vocabulary, reading, and writing sections of the ECCE. You can use these samples to familiarize yourself with the format, content, and general difficulty of the ECCE. Please remember that these are samples only. The ability to successfully complete the sample sections does not necessarily indicate success on the ECCE.

SPEAKING

In the speaking section of the ECCE, the examinee meets individually with an oral examiner at the local test center. The test center may schedule the speaking test before or after the examinee sits for the other sections of the ECCE.

The speaking test consists of four stages:

Stage 1: The examinee answers general personal questions.

Stage 2: The examinee is presented with a prompt that includes short text and pictures about a problem or situation. The examinee asks the oral examiner questions in order to get information to make a decision.

Stage 3: The examinee presents a solution or opinion about the problem or situation that has been discussed in Stage 2 with an explanation about why that solution or opinion is best. Examiners will also ask why the other solution or option was not chosen.

Stage 4: The examinee answers further questions that are related to the topic introduced by the prompt.

Two sample prompts from the speaking test are shown on pages 14 and 15.

The speaking test is scored by the oral examiner who administers the speaking test. Examinees are rated **ONLY** on stages 2, 3, and 4 of the speaking test. A passing score on the test is a rating of C or higher on an A to E scale. (See the ECCE Speaking Score Levels on p. 13.)

SPEAKING

The chart below summarizes examinee performance at each of the five ECCE speaking score levels.

ECCE SPEAKING SCORE LEVELS	
A	<ul style="list-style-type: none"> Communicates ideas and viewpoint comprehensibly and is able to include details (including complex ones) to support those ideas. Is an independent speaker in interactions, not relying on the other person to clarify or support him/her; can understand speech at a normal pace. Is a highly interactive participant who may still have minor errors in grammar, but these do not interfere with effective communication; has enough vocabulary to convey ideas even though there may still be some imprecision in the way the words are used; expresses ideas smoothly. Speaks at a reasonable rate; pronunciation rarely creates misunderstandings.
B	<ul style="list-style-type: none"> Communicates ideas and viewpoint comprehensibly and includes supporting details for ideas. Is an independent speaker in interactions who usually does not need clarification or support; can understand speech at a normal pace. Is an active participant who has errors in grammar or misuse of vocabulary, and while these create awkwardness, they often don't lead to misunderstandings. Speaks at a reasonable rate; usually pronunciation does not create misunderstandings.
C	<ul style="list-style-type: none"> Communicates ideas and viewpoint comprehensibly, though may struggle a bit to communicate these ideas, and the ideas shared may not have many supporting details. Is an independent speaker in interactions, though the other person may occasionally have to summarize or clarify ideas that are expressed at length; is able to understand speech at a normal pace but may need to clarify the details of ideas shared. Is an active participant who remains generally comprehensible, in spite of errors in grammar and vocabulary and awkwardness of expression. Speaks at a reasonable rate; usually pronunciation does not create misunderstandings.
D	<ul style="list-style-type: none"> Generally communicates ideas, but details are difficult to express clearly. Is often not independent in an interaction and relies on the other person for interpretation, restatement of ideas, and clarification; may have difficulty at times understanding speech. Is a somewhat interactive participant who is able to use basic grammar and vocabulary to communicate. Sometimes speaks at a reasonable rate, but sometimes speaks much more slowly; pronunciation may need to be clarified.
E	<ul style="list-style-type: none"> Communicating ideas can take time; often has difficulty in expressing his/her ideas. Is rarely independent in an interaction, relying on the other person to provide clarification and support; has difficulty understanding speech even when it is slowed or simplified. Is not an interactive participant and has such a high number of errors in grammar and vocabulary that s/he is difficult to understand. Speaks slowly and pronunciation can interfere in being understood.

Situation

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First

You should look at the pictures below and ask:

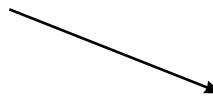
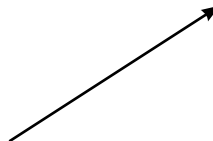
- Who is this person?
- What is the problem?
- What are the options?
- What are the disadvantages to each option?

Then

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your decision, you will be asked more questions about the topic.



Situation

Pretend that you are part of an organization that helps protect wild animals. However, your organization has only enough money to help one kind of animal this year. Decide which type of animal you would like to help protect.

First

You should look at the pictures below and ask:

- Why does each animal need help?
- Where do they live?
- How many are left?
- How many can we save this year?

Then

When you have all the information you need, explain which animal you have chosen. Be ready to explain why you didn't choose the other animal. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your decision, you will be asked more questions about the topic.

Option 1**Option 2**

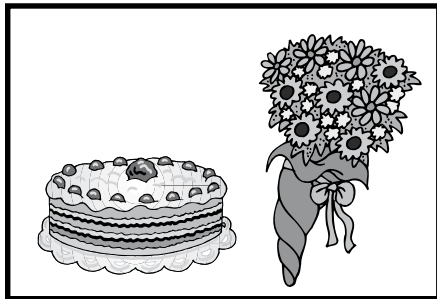
LISTENING, PART I

The listening section is delivered via audio recording. In Part I of the listening section, examinees hear short conversations. After each conversation, a question is asked about what was heard. The answers in the test booklet are shown as pictures. Each conversation is heard only once; the conversations are not repeated. There are 30 listening questions in Part I.

Following are some sample Part I listening questions. On the actual test the conversations and questions are not printed in the test booklet. Examinees see only the answer choices.

Male Voice: I still have a lot to do to get ready for the party.
Female Voice: Can I help? I can pick up the cake.
Male Voice: Well, actually I've got that covered, but if you could get the balloons and flowers, that'll help.
Female Voice: Sure, no problem.
Question: What can she pick up for him?

A



B



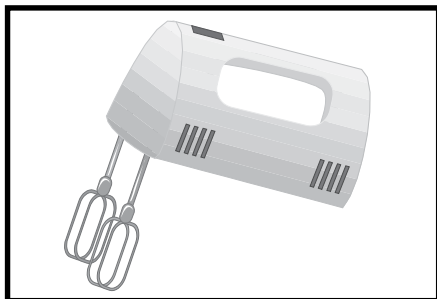
C



1.

Female Voice: Can I help you?
Male Voice: I hope so. I'm looking for a large mixing bowl. My sister loves to make bread.
Female Voice: Sure, we have them. Right this way, next to the mixers.
Question: What does he want to buy?

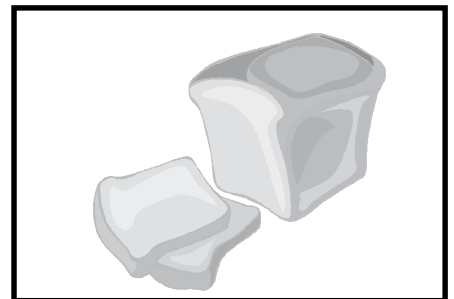
A



B



C



2.

Male Voice: What a great hat!

Female Voice: You like it? I usually don't wear hats, but I loved the color.

Male Voice: It looks really good on you, and it looks good with your coat and gloves, too.

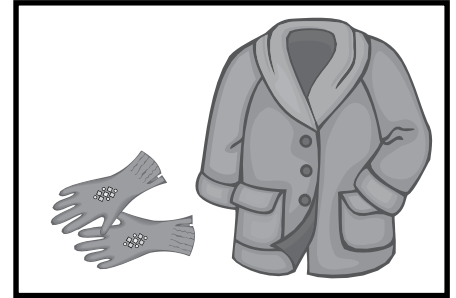
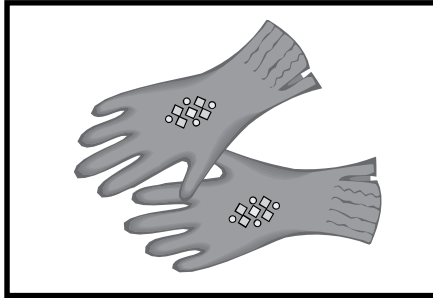
Question: What does he say looks good?

A

B

C

3.



Male Voice: My hands are all sticky from eating this orange.

Female Voice: There's a sink down the hall...

Male Voice: I just need something to wipe my hands on.

Female Voice: Oh, okay. Here.

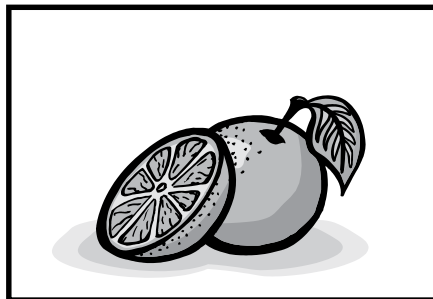
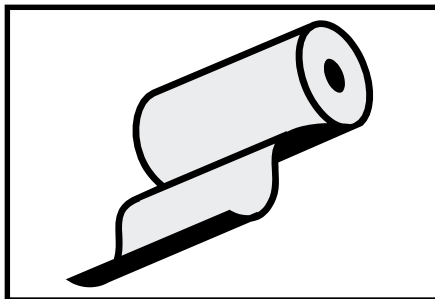
Question: What does he want?

A

B

C

4.



Male Voice: You know my flight has been changed to 4 o'clock.

Female Voice: Oh, so if I pick you up at 2 o'clock will that still be okay?

Male Voice: You know, I'd feel better if you came about an hour earlier, just to be sure I'm there by 2.

Female Voice: Okay.

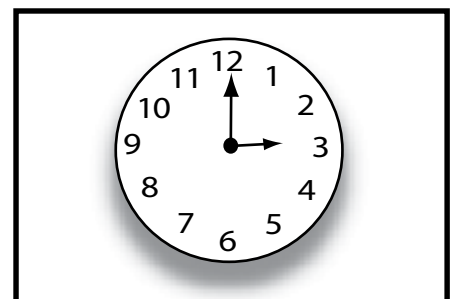
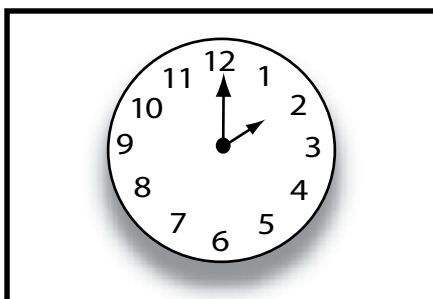
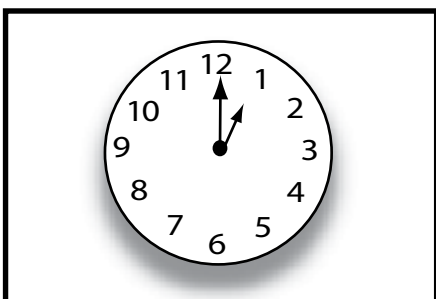
Question: What time will she pick him up?

A

B

C

5.



LISTENING, PART II

In Part II of the listening section, examinees hear someone from a radio station interviewing several people at an event. Examinees hear the interviews in several parts. After each part, they hear some questions about that part. Examinees choose the best answer to the question from the three answer choices. In Part II, examinees are encouraged to take notes in the test booklet as they listen to the interviews. The test booklet provides space for examinees to take notes. There are 20 listening questions in Part II.

Following are some sample Part II listening questions. On the actual test the interviews and questions are not printed in the test booklet. Examinees see only the answer choices.

Male Voice:	Good evening and thanks for joining us tonight at our live coverage of the WorldAid benefit concert here in New York City. I'm John Smith, broadcasting from the City Music Center, and I'm lucky to have Lisa Jones, one of the WorldAid organizers, here with me. Hi Lisa.
Female Voice:	Hi John, and hello to everybody listening out there. It's great to be here in New York City for this important event and to hear some great music!
Male Voice:	Now Lisa, some of our listeners might not be familiar with your organization, WorldAid...
Female Voice:	Well, WorldAid is an international organization that was started about 5 years ago. We started the WorldAid project in order to bring help to areas of the world that need it. For example, if there was an earthquake, or flood, then we can be ready with things such as food, clothing, and medical supplies. The main way we raise money is by having benefit concerts. We've had concerts before, but this is the first time we have had three concerts happening at the same time.

1. Where is the interview taking place?

- a. at the City Music Center
- b. in a radio studio
- c. in an area damaged by an earthquake

3. Who does the WorldAid project benefit?

- a. people around the world
- b. musicians around the world
- c. people in New York

2. Who is the reporter interviewing?

- a. a musician performing at the concert
- b. an organizer of the concert
- c. someone attending the concert

Male Voice:	So this concert here in New York isn't the only one?
Female Voice:	That's right, John. We have performances happening right now in two other cities in Europe, in London and Madrid. In fact those shows will be over not too long after we start our show here. Having all three concerts on the same night has brought a lot of media attention about our project to the public. We also have a website, and sometime next week you'll be able to see clips from the concerts.
Male Voice:	I understand that people can help out your organization even if they aren't attending the concert tonight?
Female Voice:	That's right. We have some big businesses who are supporting us, and they'll donate a certain amount of money each time someone visits our website! There's also information on our site about how to become a volunteer with WorldAid.

4. What can people find on the WorldAid website?

- a. clips from the concert
- b. footage of the entire concert
- c. dates of future concerts

6. How do corporations help WorldAid?

- a. by making donations based on visits to the website
- b. by sponsoring the concert
- c. by advertising at the concert

5. How can people learn about becoming a volunteer?

- a. by making a donation
- b. by attending the concert
- c. by visiting the website

7. Why are all three concerts being held on the same night?

- a. to continue an annual tradition
- b. to increase media coverage
- c. to celebrate the start of the website

GRAMMAR

In the grammar portion of the ECCE, examinees choose the word or phrase that produces a grammatically correct sentence. Some grammar questions appear in the form of a short dialogue (see number 9 below), and some appear as a single sentence. There are 35 grammar questions in the ECCE.

1. After the earthquake, many buildings were ____ repairs.
 - a. need of
 - b. a need for
 - c. the need for
 - d. in need of
2. Wash the glasses carefully ____ don't break.
 - a. so that they
 - b. that they
 - c. since they
 - d. that
3. In many countries teachers are not very well _____.
 - a. pay
 - b. paid
 - c. paying
 - d. to pay
4. Doctors say ____ for kids to play outside.
 - a. it is good
 - b. is good
 - c. there is good
 - d. that is good
5. There is no ____ to make a copy of the report just for me.
 - a. needing
 - b. need you
 - c. need for
 - d. need
6. Some people think the school day should be longer, but ____, I think it's long enough.
 - a. being as a student
 - b. as far as a student
 - c. student as I am
 - d. as a student
7. ____ you decide to do, just make sure you're here by 6 o'clock.
 - a. However
 - b. How
 - c. Whatever
 - d. What
8. When you ____, we can leave.
 - a. finish eating
 - b. finish to eat
 - c. finishing eating
 - d. finishing to eat
9. "Did you finally meet Nancy's mother?"
"Yes, she was nicer ____ I expected her to be."
 - a. as
 - b. than
 - c. that
 - d. from
10. Remember to turn off this light if you're the last one _____.
 - a. having left
 - b. would leave
 - c. to leave
 - d. has left

VOCABULARY

In the vocabulary portion of the ECCE, examinees choose the word or phrase that most appropriately completes the sentence. There are 35 vocabulary questions in the ECCE.

1. It's cold in my bedroom. May I have another ____?
 - a. carpet
 - b. cushion
 - c. towel
 - d. blanket
2. Be sure to take enough money for all your travel ____.
 - a. expenses
 - b. prices
 - c. dues
 - d. amounts
3. John didn't sleep well last night, so he's in a bad ____ today.
 - a. focus
 - b. mood
 - c. expression
 - d. reflection
4. My flight yesterday was ____ for six hours.
 - a. denied
 - b. cancelled
 - c. limited
 - d. delayed
5. The mechanic ____ that he fixed my car, but it still doesn't work.
 - a. managed
 - b. claimed
 - c. doubted
 - d. resisted
6. Susan wouldn't take sides in the argument. She remained ____.
 - a. widespread
 - b. neutral
 - c. proportional
 - d. accurate
7. We had ____ to go to the beach, but since it rained, we went to a movie instead.
 - a. intended
 - b. reminded
 - c. pretended
 - d. referred
8. I took the bus because it was ____ to get a taxi.
 - a. impossible
 - b. unfortunate
 - c. suitable
 - d. effective
9. I was ____ that I found my keys.
 - a. released
 - b. relieved
 - c. reserved
 - d. sustained
10. Glenn entered a ____ and won a computer.
 - a. trial
 - b. resource
 - c. contest
 - d. sequence

READING, PART I

Part I of the reading portion of the ECCE is a reading passage followed by comprehension questions. The reading passage is typically between 200 and 250 words long. Following is a sample reading passage accompanied by comprehension questions.

The Amish, a religious group in the United States, have wedding traditions that are different from the ones of other North Americans. When an Amish man asks a woman to marry him, he does not give her a diamond ring. Instead, he may offer her a clock or a set of china dishes. After she accepts his offer, the bride begins to sew her own wedding dress. It is usually blue or purple, rather than white, and is always plain. The bride will not use this dress only once, but for the rest of her life as her Sunday church outfit.

All couples get married in late fall, after the harvest and before the severe winter weather arrives. The wedding is announced in church just a few days before the actual ceremony, and all members of the congregation are invited to the home of the bride's parents for the festivities. A typical wedding day begins very early. By 8:30 a.m. the daily farm chores have already been done and the guests have arrived for the three-hour-long ceremony. The rest of the afternoon and evening are spent eating, visiting, and playing games. The next day the bride and groom have to get up early to clean the house. It is not until spring that they move to a house of their own.

1. Where does the wedding ceremony take place?
 - a. bride's parents' house
 - b. church
 - c. groom's parents' house
 - d. bride and groom's new home
2. When are the wedding guests notified about the upcoming event?
 - a. in the spring
 - b. before the harvest
 - c. the Sunday preceding the ceremony
 - d. when the bride accepts
3. Where does the couple live until spring?
 - a. the church
 - b. a temporary house of their own
 - c. the groom's parents' house
 - d. the bride's parents' house
4. What time of year does the wedding ceremony take place?
 - a. spring
 - b. summer
 - c. fall
 - d. winter
5. What might the Amish groom give the bride as a proposal gift?
 - a. Sunday church outfit
 - b. dishes
 - c. ring
 - d. house
6. What do most North American men give as an engagement gift?
 - a. clock
 - b. dishes
 - c. ring
 - d. clothing

KEY TO PRICES
(per person for a complete meal)

Inexpensive	\$	under \$10
Moderate	\$\$	\$10 - \$20
Expensive	\$\$\$	\$20 - \$30
Very Expensive	\$\$\$\$	over \$30

1 LE SNACK

Corner of 5th and Liberty (665-2114 after 3pm)

Summers only. Hours: M-F 11am-3pm,
Sat. noon-4pm (all hours weather dependent).
Take-out only. Cash only.



A street vendor's hot dog cart that also has gourmet specials, such as roast duck and lobster bisque. Specials change every day and can be ordered in advance.

\$ - \$\$

2 Melanie's Café & Bar

303 Detroit Street (665-0700)
Hours: M-Th 11am-11pm,
F 11am-midnight,
Sat 10am-2am,
Sun 10am-10pm.



Contemporary American cooking in a casual but sophisticated setting. Daily vegetarian specials. Contemporary décor to match the cuisine. 25 wines by the glass and 35 microbrews and imported beers. Summer outdoor seating; smoking on the terrace only.

All major credit cards accepted.
Handicapped accessible.
Reservations accepted for large groups only.

\$\$\$ - \$\$\$\$

3

Downtown Cafe

1110 S. STATE ST.
(761-8600)

Hours: M-F 7:30am-3am,
Sat-Sun 8:30am-3am.

Cash only.



More than just your average coffee shop, with
salads, fresh juices, homemade soups, and
vegetarian and other sandwiches.
Wide selection of desserts.

Smoking section available upstairs.
Breakfast served all day.

\$

4

The Garden



Fresh imaginative vegetarian cuisine, featuring an unusual menu,
with homemade dishes and daily specials.

Liquor and beer served.

Raw juice bar.

No smoking.

Take-out & delivery available with \$15 minimum.
15% gratuity charge on all orders.

314 East Liberty (662-1111)
Hours: M-Th 11am-9pm, F 11am-10pm, Sat 10am-10pm, Sun 10am-9pm.
No reservations. V & MC only.

\$\$

5

Grand Central

401 Depot Street (769-0592)

Hours: M-Th 11:30am-10pm; F-Sat 11:30am-11pm;
Sun. brunch 10:30am-2pm, dinner 3:30pm-9pm.

Reservations for brunch required; recommended for other meals.
All major credit cards accepted.

Offers fresh seafood, homemade pasta, and steaks served in the remodeled 109-year-old Grand Central Railroad Station. Liquor served. Men must wear jacket & tie. Rooms available for special events: fixed price menu includes drinks, hors-d'oeuvres, entrée, and dessert.



\$\$\$\$

READING, PART II

Part II of the reading portion of the ECCE has several short texts presented as advertisements. Examinees read the questions and then skim through the advertisements for the answers. Following is a sample accompanied by advertisements on the facing page. In this sample, the short texts are advertisements for places to eat.

1. You and your coworkers are hungry at lunchtime but don't have time to go out. Which restaurant will bring food to your office?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. You want to have a small party for your grandparents' 50th wedding anniversary. Which place could give you a private room for your party?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
3. You are with a mixed group of people. Some are vegetarian and some want meat. Some also want to drink beer with their meal. What would be the best place for your group?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
4. Where can you get breakfast at 3:00 p.m.?
 - a. 1
 - b. 3
 - c. 4
 - d. 5
5. Which restaurant is located in a historical building?
 - a. 1
 - b. 2
 - c. 3
 - d. 5
6. It is summer and you want to eat outside. Which restaurant advertises that it has tables outside?
 - a. 1
 - b. 2
 - c. 3
 - d. 5
7. You and your father want to play tennis and then go to lunch, but you can't wear your tennis clothes at one of the restaurants. Which one?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
8. It is a rainy afternoon. You would like to take your grandmother out to eat. She is in a wheelchair. Where would be the best place to go?
 - a. 1
 - b. 2
 - c. 4
 - d. 5
9. You want to pick up food to go on a picnic. According to the guide, which places would let you do this?
 - a. 1 and 2
 - b. 1 and 4
 - c. 2 and 4
 - d. 3 and 4
10. It's close to midnight on Saturday. You have just come from the theater and now you're hungry. Where can you go to eat?
 - a. 1 and 2
 - b. 1 and 3
 - c. 2 and 3
 - d. 2 and 5
11. You want to spend less than ten dollars for a meal. Where can you go?
 - a. 1 and 3
 - b. 1 and 4
 - c. 3 and 4
 - d. 3 only
12. According to the guide, which places serve alcohol?
 - a. 1, 2, and 3
 - b. 2, 3, and 5
 - c. 2, 4, and 5
 - d. 3, 4, and 5

Oregon Caves National Park



The Klamath Mountains

PREPARING FOR THE TOUR

The cave temperature remains constant at 41° F (5° C), so warm clothing is recommended. You should also wear good walking shoes, because the trail surface is uneven and slippery. You can bring a camera, but tripods are not allowed. Flashlights are permitted, but are not really necessary. To go on cave tours, young children must be at least 42 inches (106 cm) tall. Children may not be carried through the cave. Childcare services are not available.

TIMES OF TOURS

During the summer, most visitors arrive at the caves around 11:00 am, causing cave tours to fill up quickly. If you arrive at around 11:00 am, expect crowded conditions, few parking spaces, and long waits for tours. You should allow three hours for a cave visit during peak season, one hour for the tour and up to two hours waiting time. Groups of 10 or more must register at least 2 weeks in advance.

Season	Open	Tour Times
SPRING		
Mar. 1 – Apr. 30	10am – 4pm	10:00, 11:30, 1:00, 2:30, 4:00
May 1 – May 31	10am – 4pm	On the hour; last tour 4:00
SUMMER		
June 1 – Aug. 31	9am – 7pm	On the hour & half hour; last tour 7:00
FALL		
Sept. 1 – Sept 31	9am – 7pm	On the hour; last tour 7:00
Oct. 1 – Nov. 30	10am – 4pm	10:00, 11:30, 1:00, 2:30, 4:00
WINTER		
closed		

Come to Oregon Caves National Park, located in the Klamath Mountains of southwest Oregon! We have warm, sunny summers with cool night temperatures. This makes it ideal for picnicking and exciting outdoor activities. The Park includes a pine forest with many hiking trails, which are used in the winter by cross-country skiers. The Big Tree Trail takes you deep into the woods on an overnight back-country hike. The Nature Trail is a 3/4-mile loop that provides beautiful vistas near the cliff area.

The most popular attraction of the Park is found underground, in marble caverns that stretch for three miles. These were created thousands of years ago. The caverns have one of the largest collections of cave-dwelling insects in the United States. Recently, jaguar and grizzly bear fossils were found in some of the deeper chambers. Scratch marks made by bears on a dried mud wall in one of the caves are thought to date to the last Ice Age between 40,000 and 10,000 years ago.

FOOD, LODGING, & CAMPING FACILITIES

The Chateau, a 22-room hotel (closed December – February) provides lodging facilities in the Park. The hotel includes a coffee shop and dining room. A rustic campground with 30 tent sites is located within a short distance. The campground has no running water or electricity.

FEES	
Adults	\$8.00
Children	\$5.00 (under 12 years)
Seniors	\$7.00 (with Golden Age Passport)

SPECIAL NEEDS

The cave tour is quite strenuous and is not recommended for people with heart, breathing, or walking difficulties. Because the elevation of the cave is about 4,000 feet, high carbon dioxide levels can make breathing difficult. The tour route rises 200 feet (60 m) through the caves, and there are over 500 stairs to climb. Only the first cave room of the caverns is wheelchair accessible.



Cave Entrance

READING, PART III

Part III of the reading portion of the ECCE has a series of related passages such as those found in public information brochures or magazines. Examinees read the questions and then scan through the text to find the answers. Following is a sample accompanied by questions on the facing page.

1. What does the brochure say about the temperature in the caves?
 - a. It's always cool.
 - b. It's always warm.
 - c. It's warm in the summer and cool in the winter.
 - d. It's warm in the daytime and cool at night.
2. Which of these months has the greatest number of cave tours per day?
 - a. April
 - b. May
 - c. July
 - d. September
3. Who made the scratch marks on the cave wall?
 - a. bears
 - b. jaguars
 - c. tourists
 - d. tour guides
4. Your family includes a one-year-old child. You want to take a cave tour. What should you plan to do?
 - a. pay \$5.00 for a ticket for the child
 - b. arrange to leave the child with a family member
 - c. arrange for someone to carry the child
 - d. register in advance
5. According to the brochure, what animals might you see living in the caves?
 - a. bears
 - b. jaguars
 - c. insects
 - d. bats
6. If you could spend only one day at the park, which of the following would be impossible to do?
 - a. explore the caves
 - b. enjoy the scenery by the cliff
 - c. hike the Nature Trail
 - d. hike the Big Tree Trail
7. According to the brochure, you must register in advance if you want to...
 - a. stay at the Chateau.
 - b. take babies on a cave tour.
 - c. take 12 family members on a cave tour.
 - d. take a cave tour in the summer with your brother.
8. It is summer. You want to explore the caves but have only two hours. What should you do?
 - a. arrive at 11 a.m.
 - b. arrive early in the morning
 - c. take the shorter tour
 - d. park near the cave entrance
9. What would a person in a wheelchair be able to do on the cave tour?
 - a. explore the first room of the caves
 - b. see the jaguar and grizzly bear fossils
 - c. complete the cave tour except for the 500 steps
 - d. nothing, because the caves are not wheelchair accessible
10. If you wanted to take a cave tour at 3:30, when should you visit the park?
 - a. Mar. 1 – Apr. 30
 - b. May 1 – May 31
 - c. June 1 – Aug. 31
 - d. Oct. 1 – Nov. 30
11. Which of the following could you do all year round in the park?
 - a. study cave-dwelling insects
 - b. spend the weekend at the Chateau
 - c. explore the caves
 - d. go hiking
12. How long does it take to complete a cave tour?
 - a. 30 minutes
 - b. 60 minutes
 - c. 90 minutes
 - d. 2 hours

WRITING

The writing section of the ECCE presents a topic in a short letter or article like one that might appear in a newspaper. Following the letter or article are two writing tasks. Examinees choose one task: write either a letter or an essay. The length of the letter or essay should be about one handwritten page long. Following is a sample writing topic with accompanying tasks.

THE CITY TIMES

CITY TIMES NEWSPAPER TO SPONSOR EXCHANGE PROGRAM

The City Times is sponsoring a Millennium Exchange Program. The City Times will send a group of people to the United States for a three-week cultural exchange program. We need our readers' help to find the right people for this exchange program. They can be of any age. Send your nominations to the editor.

Task A: Letter

Write a letter to the editor of the City Times. Name one person you think should go on the Millennium Exchange Program. Describe the person and tell why you think this person should go. You may nominate yourself or someone else you know. Start your letter, "Dear Editor."

Task B: Essay

Many people enjoy traveling in a foreign country, but others do not. What kind of person would not enjoy or benefit from foreign travel? Describe such a person. Be specific.

WRITING

The writing section is scored by trained raters at the University of Michigan English Language Institute. A passing score on the writing section is a rating of C or higher on an A to E scale. The chart below summarizes examinee performance at each of the five ECCE writing score levels.

ECCE WRITING SCORE LEVELS	
A	<ul style="list-style-type: none">• Writes an essay or letter that is richly developed with original supporting details.• Organizes ideas smoothly and effectively, using a variety of cohesive devices.• Uses a broad range of grammatical structures and vocabulary appropriately and accurately. Any errors are infrequent and not distracting.• Writes appropriately for audience, purpose, and task, creating a very positive effect on the reader.
B	<ul style="list-style-type: none">• Writes an essay or letter that is well developed with appropriate supporting details.• Organizes ideas clearly and appropriately, using transition markers effectively.• Uses a good range of simple and complex structures and shows control of vocabulary; occasional errors may be present.• Writes appropriately for audience, purpose, and task, creating a positive effect on the reader.
C	<ul style="list-style-type: none">• Writes an essay or letter that is adequately developed with supporting details, though may rely on the prompt for content.• Organizes ideas adequately, using standard connectors appropriately though perhaps mechanically.• Uses an adequate range of grammatical structures and vocabulary; errors do not interfere with comprehension.• Writes adequately for audience, purpose, and task, accomplishing communicative goals.
D	<ul style="list-style-type: none">• Writes an essay or letter that is inadequately developed; content may be limited, irrelevant, or copied from the prompt.• Organizes ideas simply with minimal or unsuccessful connection.• Makes frequent grammar and vocabulary errors that interfere with comprehension.• Writes with inconsistent appropriacy for audience, purpose, and task, possibly creating a negative effect on the reader.
E	<ul style="list-style-type: none">• Writes an essay or letter that is poorly developed; content may be irrelevant or copied from the prompt.• Does not order or connect ideas clearly.• Uses very limited structures and vocabulary, with frequent and basic errors that cause significant confusion.• Has inadequate language to fulfill the communicative task.

ANSWER KEY

Listening, Part I

1. C
2. B
3. A
4. A
5. A

Reading, Part I

1. A
2. C
3. D
4. C
5. B
6. C

Listening, Part II

1. A
2. B
3. A
4. A
5. C
6. A
7. B

Reading, Part II

1. D
2. D
3. A
4. B
5. D
6. B
7. D
8. B
9. B
10. C
11. A
12. C

Grammar

1. D
2. A
3. B
4. A
5. D
6. D
7. C
8. A
9. B
10. C

Reading, Part III

1. A
2. C
3. A
4. B
5. C
6. D
7. C
8. B
9. A
10. C
11. D
12. B

Vocabulary

1. D
2. A
3. B
4. D
5. B
6. B
7. A
8. A
9. B
10. C

ORAL EXAMINER INFORMATION

Oral examiners use the following information for stages 2–4 when they conduct the speaking test.

Form A – Help Solve a Problem

Examiner Information (Stage 2)

Who the person is	My 12-year-old daughter/younger sister, Anna.	
What the problem is	She is not doing her homework from school.	
Possible solutions	Giver her a reward (tickets)	Give a reward each weekend for having done her homework all week (e.g., tickets to go to a movie, ice cream cone, or other treat within reason!)
	Punish her (phone with line)	Do not let her leave the house or play with friends until her homework is finished.

Elaboration Questions (Stage 4)

1. Did you (or your son/daughter or brother/sister) ever not do your homework? Why or why not?	2. What helped to make homework more interesting for you (or him or her)?
3. Some people believe that homework is not a good idea for children. Can you think of any reasons why it may not be good?	

Form B – Protecting Wild Animals

Examiner Information (Stage 2)

	Leopards	Pandas
Why they need help	People are hunting the leopards for their fur/coats.	The pandas live in forests and the trees are being cut down.
Where they live	Africa	China
How many	20,000	1,000
How many can be saved	200	10

Elaboration Questions (Stage 4)

1. Do you have a favorite animal? Can you tell me about it?	2. Do you know of any animals from our country that should be protected or saved?
3. Do you think zoos are a good idea for animals? Tell me why or why not?	

