

University of Michigan
Examination for the Certificate
of Competency in English
(ECCE)

Listening Section: 30 minutes

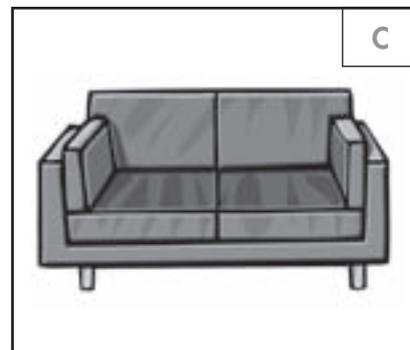
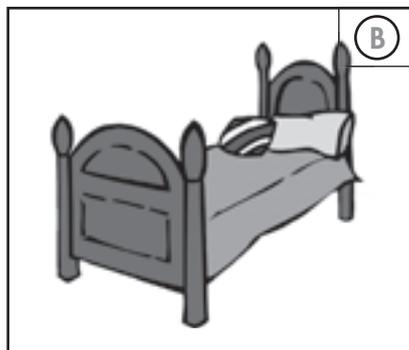
LISTENING SECTION INSTRUCTIONS

Do not begin this section until the examiner has played the recording of these instructions and example.

Listening Test, Part 1

This is a test of your ability to understand spoken English. You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures. Mark each answer by circling A, B or C. Here is an example:

Example:



The correct answer is B, because Tim doesn't have a couch or any dining room furniture now, but he didn't sell his bed.

You will hear each conversation only once; the conversations will not be repeated. Please be very quiet and listen carefully. You should circle A, B or C. There are 30 questions in Part 1.

Do you have any questions before you begin?

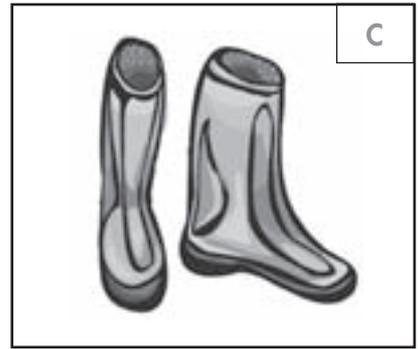
1.



A

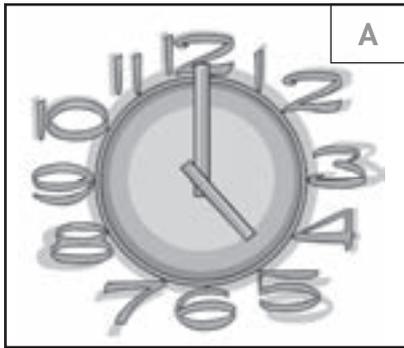


B

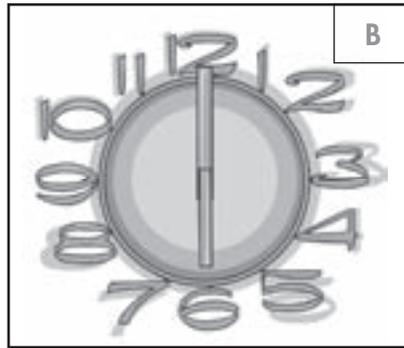


C

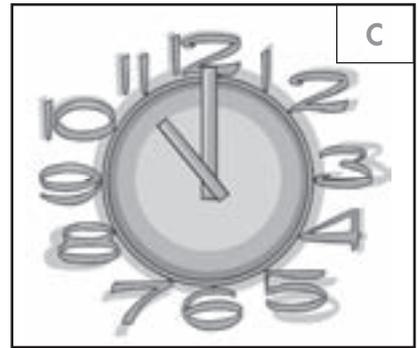
2.



A

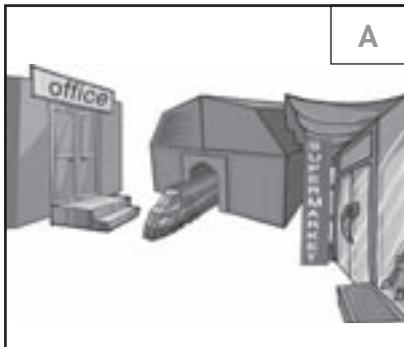


B

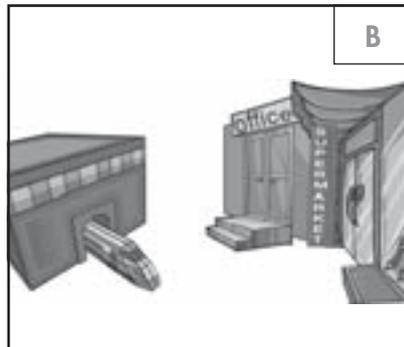


C

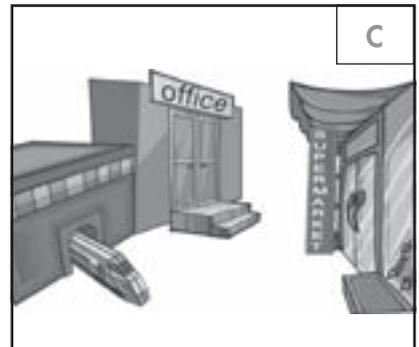
3.



A

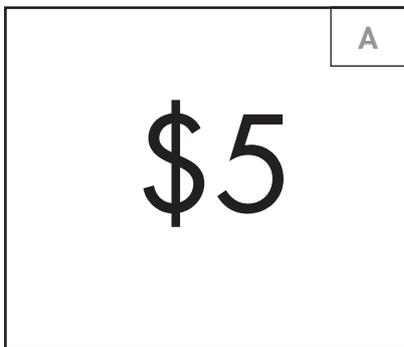


B

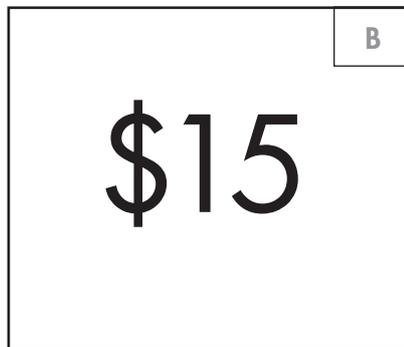


C

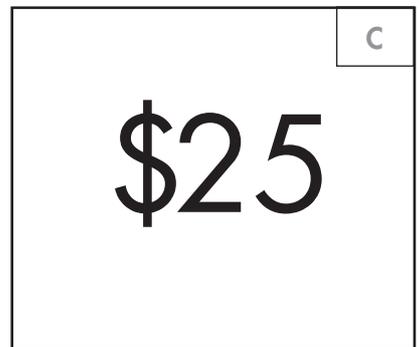
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A

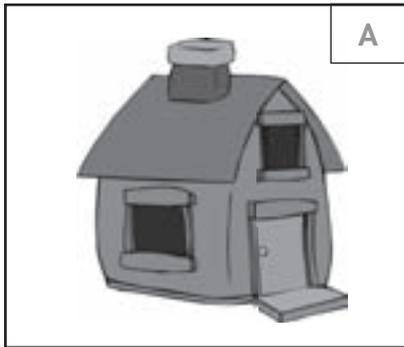


B



C

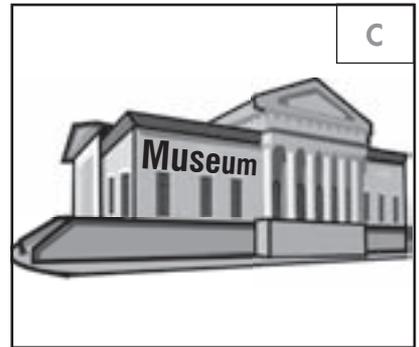
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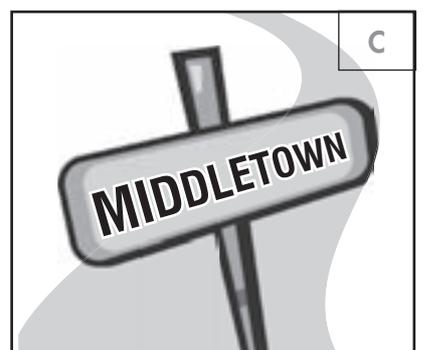
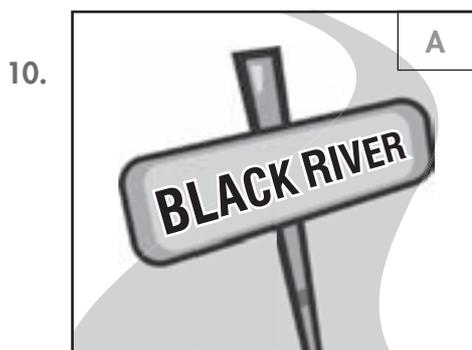
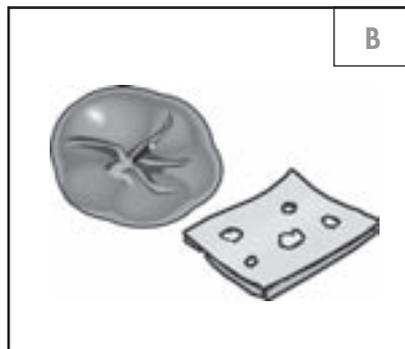
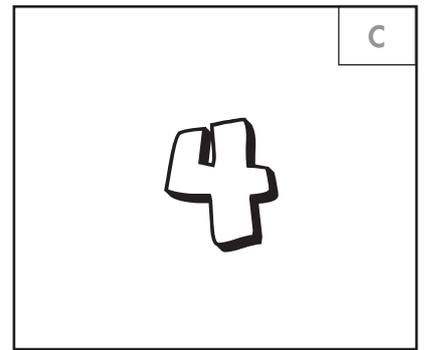
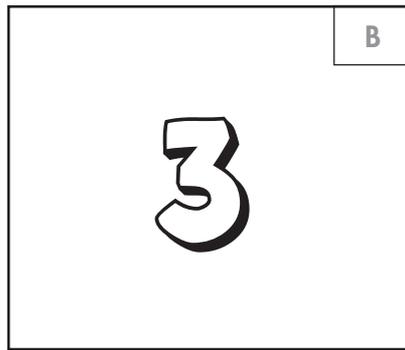
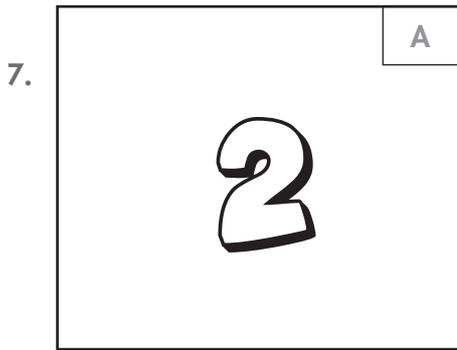
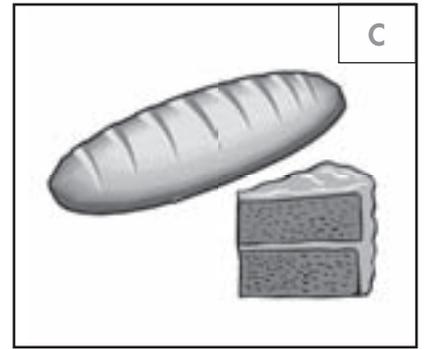
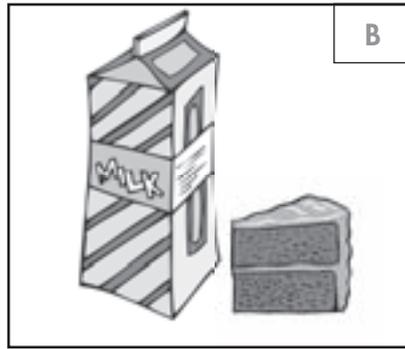
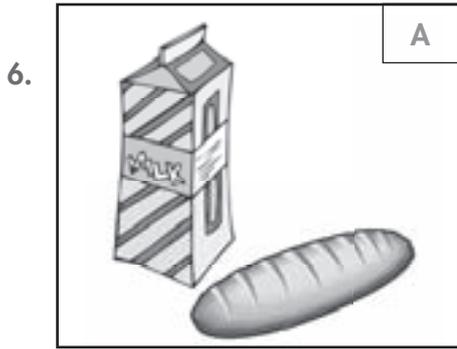
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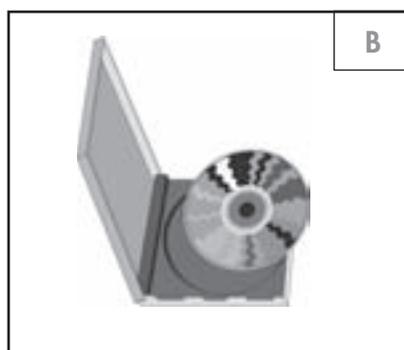
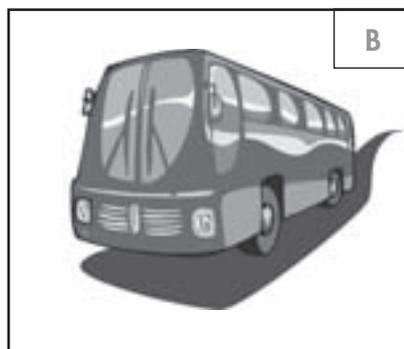
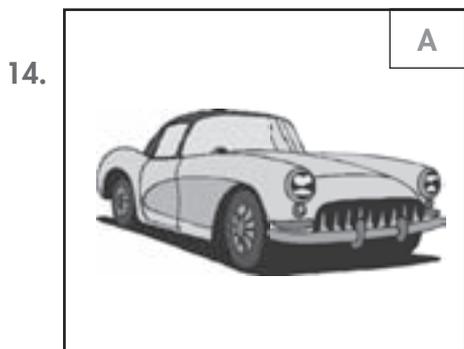
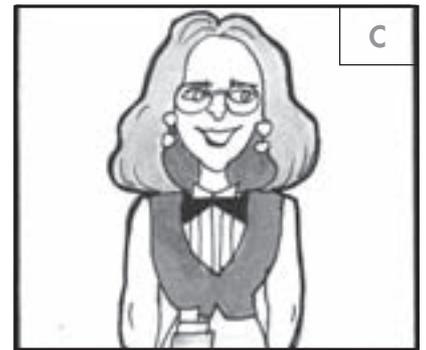
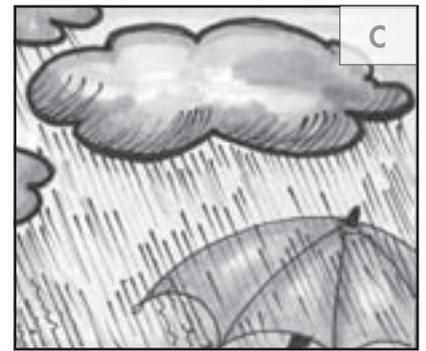
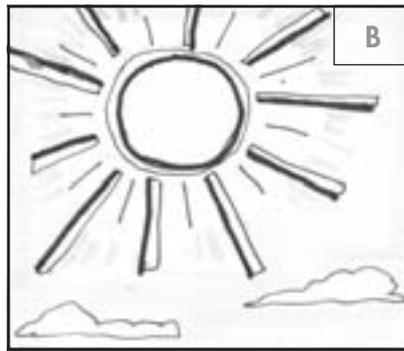
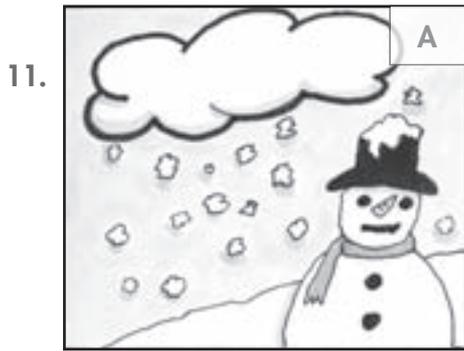


B



C





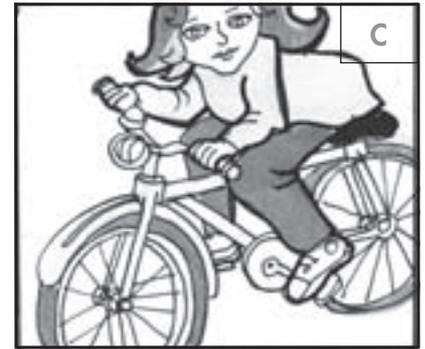
16.



A

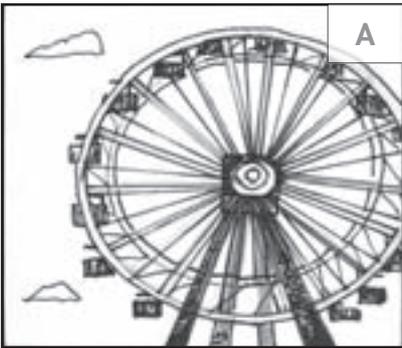


B

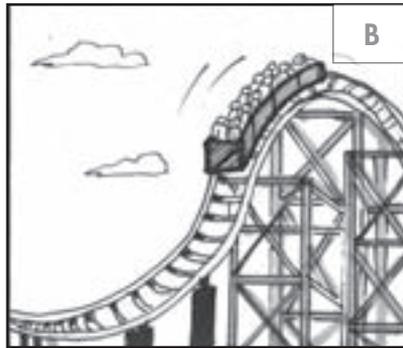


C

17.



A



B



C

18.



A

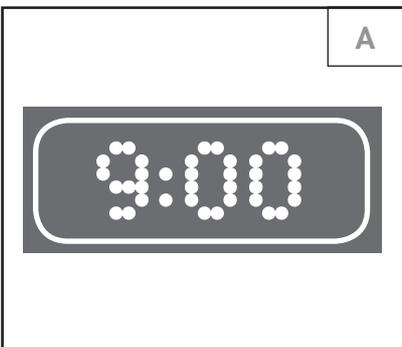


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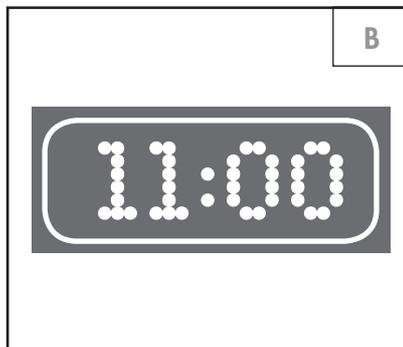


C

19.



A

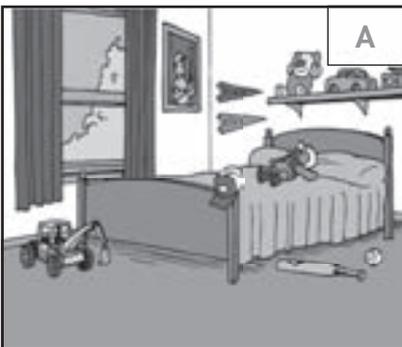


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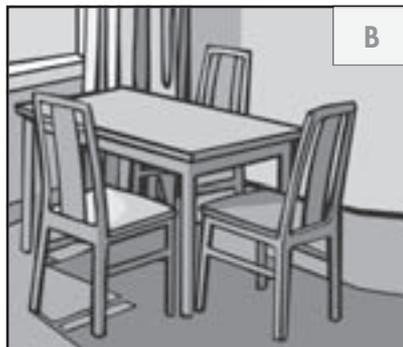


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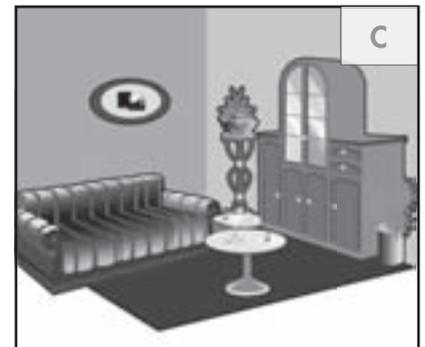
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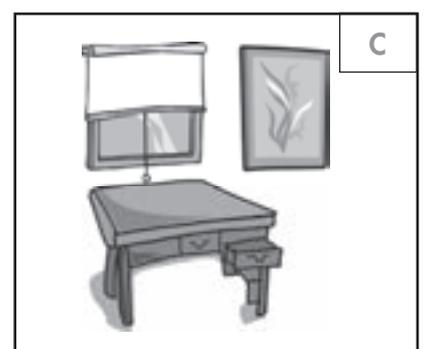
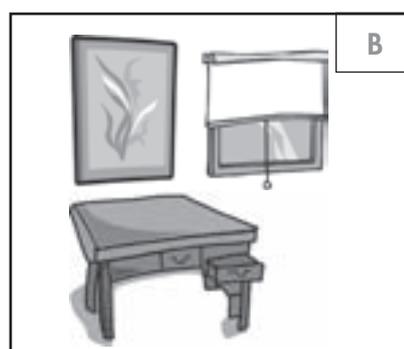
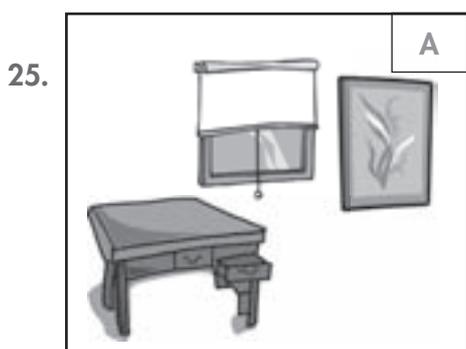
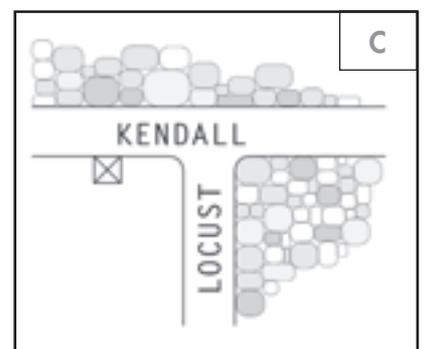
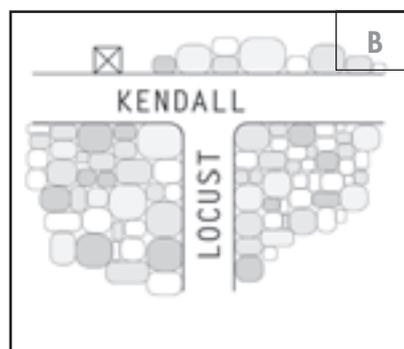
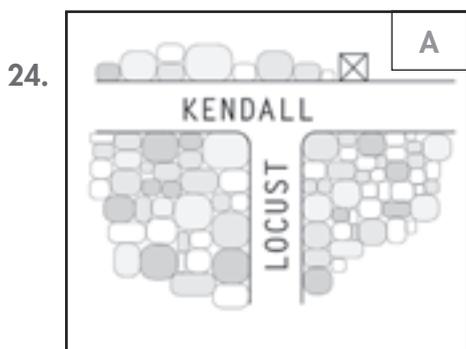
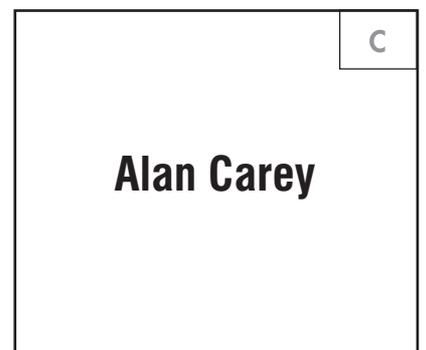
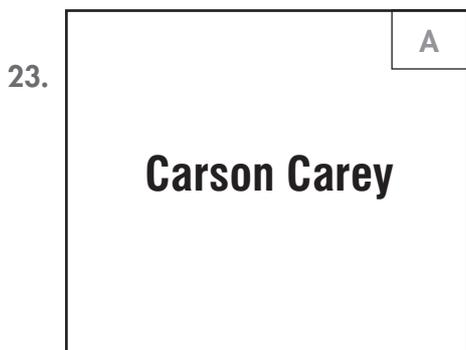
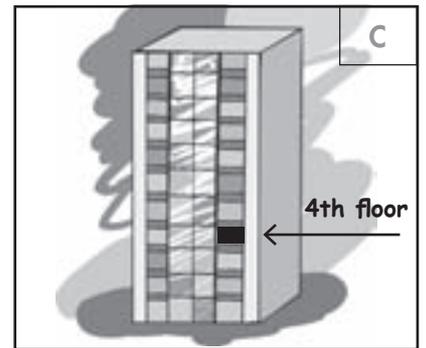
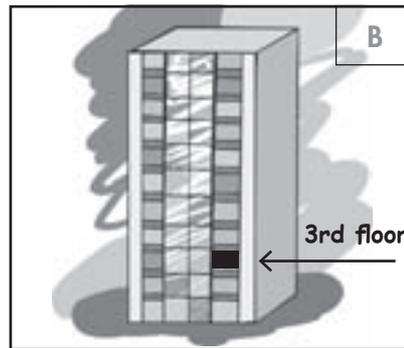
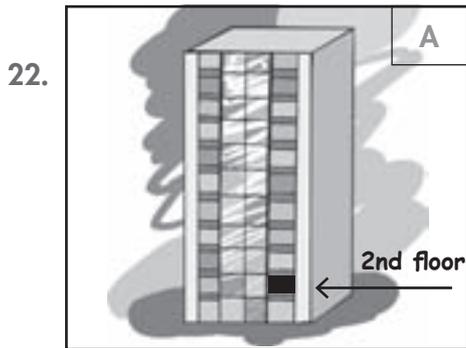
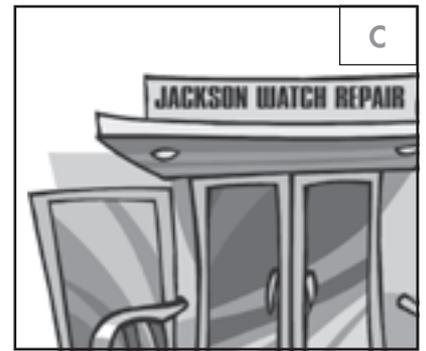
A



B



C



26.



A

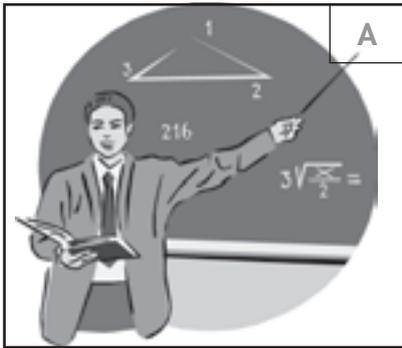


B



C

27.



A

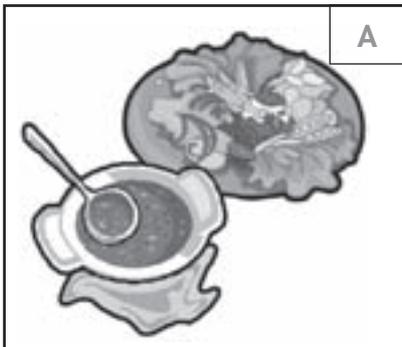


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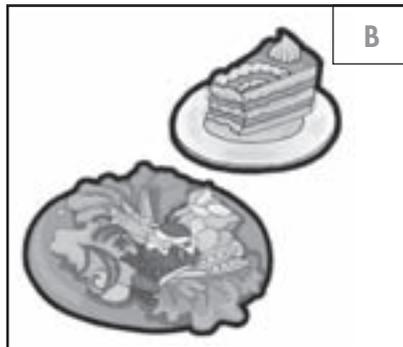


C

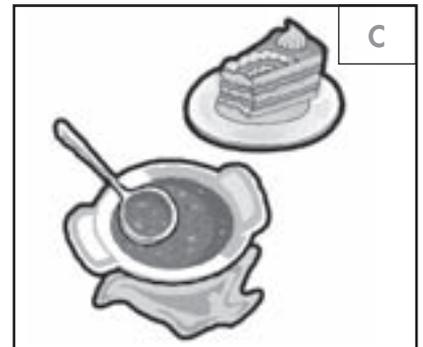
28.



A

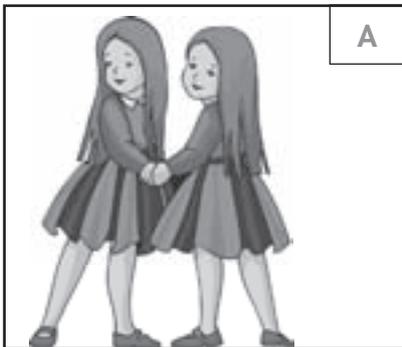


B



C

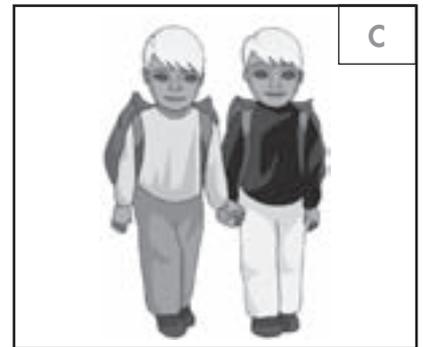
29.



A



B



C

30.



A



B



C

LISTENING SECTION INSTRUCTIONS

Do not begin this section until the examiner has played the recording of these instructions and examples.

Listening Test, Part 2

Imagine you are listening to the radio. You are going to hear someone from a radio station interviewing someone at a new museum.

- First, you will hear about why the museum was created.
- Then, you will hear about Lucille Ball's role in television history.
- Next, you will hear about some of the museum's highlights.
- Finally, you will hear about the museum's library and research center.

You will hear the interview in several parts. After each part, you will hear some questions. There are three answer choices for each question. You should select, from the three answer choices, the best answer to the question. If you want to, you may take brief notes as you listen.

Now you will hear the beginning of the interview. For this part, there will not be any actual test questions. The questions that follow this part are examples only.

Example 1

You will hear:

Where is the interview taking place?

You will read:

- a** in Vicky Day's living room
- b** at a radio station
- c** at a museum

The correct answer is c.

Example 2

You will hear:

What is true about Vicky Day?

You will read:

- a** She has a degree in television production.
- b** She set up the museum.
- c** She always worried that other things would replace TV.

The correct answer is b.

Now we will continue with the interview. Remember, after each section of the interview you will hear some questions. The sections are separated by double lines. You will have 12 seconds to mark your answer to each question. There are 20 questions. Are there any questions before we begin?

- 31 a watching it again with a friend
b telephoning a friend to talk about it
c calling a friend who'd missed the episode

- 32 a They see the positive side of it.
b They don't take it seriously.
c They disapprove of it.

- 33 a 1
b 3
c 4

-
- 34 a television studios
b Lucille Ball
c inventors of television systems

- 35 a the one about Ms Ball
b the one about American and British TV studios
c the one about early inventors

- 36 a 89
b 100
c 77

-
- 37 a It's not big enough.
b Not many people seem to be interested in it.
c It's full of people today.

- 38 a It's in black and white.
b It's not very funny.
c It was originally aimed at a very specific audience.

- 39 a It's only shown in the US.
b It was one of the most popular comedies for a long time.
c It can no longer be seen on TV.

- 40 a Desi Arnaz
b Fred Mertz
c Ricky Ricardo
-

Write notes here.

**CONTINUE TO
THE NEXT PAGE**



- 41 a with profits from Star Trek
b with money from awards
c with money from the *I Love Lucy* show
- 42 a an unsuccessful show that was produced by Lucy and Desi
b a very successful TV program made by Desilu Studios
c the only successful show that came from Desilu Studios
- 43 a She watched old scenes she had played in.
b She watched others practice.
c She practiced what she was going to do many times.
- 44 a She felt like she always had to work hard.
b She didn't enjoy working much.
c Her only reason for working was to make money.
-
- 45 a They were both created for young children.
b They give visitors the chance to take part in creative activities.
c Famous people teach the visitors in these rooms.
- 46 a They can act or help to produce a show.
b They can talk to a star.
c They can watch various reality shows.
- 47 a a 15-year-old
b a 10-year-old
c a 25-year-old
-
- 48 a to the right of the Cartoon Lab
b one level up from the Cartoon Lab
c on the second floor of Building A
- 49 a DVDs
b newspapers
c journals
- 50 a 30 cents
b 50 cents
c 60 cents

Write notes here.



END OF THE LISTENING TEST

Grammar, Vocabulary and Reading Section: 80 minutes**GRAMMAR, VOCABULARY AND READING SECTION INSTRUCTIONS**

Do not begin this section until the examiner has read these instructions to you.

1. There are 100 problems in this section of the examination. There are grammar, vocabulary, and reading problems. They are numbered 51 through 150. Examples of each kind of problem are given below.
2. You will have 80 minutes to finish the entire grammar, vocabulary, reading (GVR) section. Try to answer all the problems. Do not spend too much time on any one problem or you will not have time to finish this section. You may answer the problems in any order you wish.
3. Each problem in this section has only one correct answer. If you are not sure about an answer, you may guess.
4. Here are examples of each kind of problem. In each example, the correct answer has been underlined.

GRAMMAR

Choose the word or phrase that best completes the conversation or sentence.

"Your office looks great!"

"Thanks. We _ _ _ _ last month."

- a. have been painting it
- b. were painted
- c. have painted it
- d. had it painted**

VOCABULARY

Choose the word or phrase that most appropriately completes the sentence.

Can you _ _ _ _ the children a story?

- a. speak
- b. tell**
- c. call
- d. say

READING

There are three kinds of reading passages. In one kind, you will read the passage first, then answer the questions following it, according to the information given in the passage. In the other two, you will read the questions first, then look in the text on the opposite page for the answers.

This example question might accompany a brochure about musical events in a city:

If you want to buy tickets for the spring concert, you should...

- a. call 555-2122.
- b. order them online.
- c. go to the box office.**
- d. contact the local high school.

GRAMMAR

- 51 Kristina and her brother love horror stories, _ _ _ _ ?
 a aren't they
 b don't they
 c haven't they
 d didn't they
- 52 Her ambition _ _ _ _ a pop star isn't very realistic!
 a to become
 b becoming
 c has become
 d become
- 53 I work _ _ _ _ a nurse at the local hospital.
 a like
 b about
 c at
 d as
- 54 The history museum _ _ _ _ years ago.
 a has closed
 b was being closed
 c closed
 d has been closed
- 55 The chef at this restaurant is thought _ _ _ _ one of the best in the city!
 a to be
 b he is
 c that he's
 d being
- 56 "Who's going to help us decorate the kitchen?"
 "_ _ _ _ Helen or Eric."
 a Both of
 b Neither
 c Either
 d Both
- 57 They were really tired; _ _ _ _ , they helped us tidy up after the party.
 a nevertheless
 b despite
 c even though
 d no matter how
- 58 "What an interesting attic!"
 "My sister's architect, _ _ _ _ I borrowed the idea, got an award for that design."
 a who
 b from whom
 c from which
 d off who
- 59 We won't have finished the project _ _ _ _ the end of the month.
 a by the time
 b by then
 c since
 d until
- 60 "What do you think of their new shop?"
 "_ _ _ _ the furniture they sell is very nice!"
 a None of
 b Each of
 c Some
 d None
- 61 If you had asked me, I _ _ _ _ you what to do!
 a had told
 b told
 c would tell
 d could have told
- 62 We _ _ _ _ be at work until Tuesday, so we stayed in the village until Monday evening.
 a needed to not
 b didn't need to
 c didn't need
 d needn't have
- 63 "Where do you go when you have a problem with your car?"
 "Oh, I _ _ _ _ it fixed at *Mechanic Joe's* for years now."
 a get
 b have been having
 c got
 d am having
- 64 You had better _ _ _ _ nasty to your sister again!
 a not be
 b not being
 c don't be
 d to not be

- 65 Hardly _ _ _ _ cooking dinner when the lights went out.
- we had finished
 - we were finishing
 - had we finished
 - finished we're
- 66 Will you _ _ _ _ your cousins at all this weekend?
- seen
 - had seen
 - to see
 - be seeing
- 67 "We're going hiking on Stone Mountain next week."
"If I were you, I _ _ _ _ that; it's a dangerous place."
- am not doing
 - won't do
 - wouldn't do
 - am not going to do
- 68 I have _ _ _ _ time to talk about your ideas now if you want.
- a few
 - a little
 - few
 - little
- 69 Never before _ _ _ _ such a beautiful lake!
- have I seen
 - I have seen
 - am I seeing
 - I saw
- 70 "Who organized the party?"
"Well, I made the food, and all the music was chosen _ _ _ _ Alison."
- from
 - over
 - by
 - under
- 71 The building _ _ _ _ Thomas and Sophia work is very modern.
- which
 - that
 - which in
 - in which
- 72 The Richardsons _ _ _ _ a lot of money, don't they?
- have
 - have had
 - are having
 - would have
- 73 "Stan can't hear what she's saying."
"_ _ _ _!"
- Neither do
 - Either
 - So can
 - Neither can
- 74 Only after finishing all our homework _ _ _ _ able to go to our friend's house.
- were we
 - we've been
 - will we
 - we are
- 75 The books which _ _ _ _ to the students were very old.
- have given
 - are giving
 - were given
 - will give
- 76 I _ _ _ _ as a mechanic, but now I own a toy shop.
- will have worked
 - used to work
 - used to working
 - would work
- 77 She _ _ _ _ at all since I saw her 12 years ago!
- didn't change
 - wasn't changing
 - isn't changed
 - hasn't changed
- 78 How long _ _ _ _ your brothers been living in Canada?
- have
 - did
 - were
 - are

VOCABULARY

- 79 I _ _ _ _ you for help, but I knew you were really busy.
 a would have asked
 b must have asked
 c shall ask
 d needn't ask
- 80 I'll get the children _ _ _ _ the living room tomorrow morning.
 a tidy
 b to tidy
 c being tidied
 d to have tidied
- 81 You should stop _ _ _ _ your bike without a helmet; it's really dangerous!
 a to be riding
 b ride
 c riding
 d to ride
- 82 _ _ _ _ I really like Rob, I can't stand his twin brother.
 a However
 b Despite
 c While
 d As
- 83 Ms Green _ _ _ _ that we could take a day off work.
 a said to us
 b said that to us
 c told
 d told us to
- 84 They're about _ _ _ _ the books to the school.
 a sending
 b of sending
 c send
 d to send
- 85 _ _ _ _ did she forget her camera, but she also forgot her wallet!
 a Not until
 b Not only
 c No sooner
 d Never before
- 86 The company manager _ _ _ _ to our email the day after she received it.
 a responded
 b answered
 c wrote
 d commented
- 87 You must _ _ _ _ the main ideas of your essay with facts and examples.
 a persuade
 b feed
 c support
 d encourage
- 88 Last month, Ms Coleman was _ _ _ _ of stealing money from the company!
 a arrested
 b claimed
 c blamed
 d accused
- 89 They didn't approve of their daughter's _ _ _ _ to go to Trent University.
 a purpose
 b direction
 c decision
 d conclusion
- 90 Celia got a _ _ _ _ at work, so now she earns more money.
 a movement
 b progress
 c development
 d promotion
- 91 We stayed in a _ _ _ _ village in the Rockford Mountains for ten days last summer.
 a mature
 b charming
 c weak
 d lazy
- 92 It only took two days for the police to _ _ _ _ down the criminals.
 a catch
 b track
 c follow
 d locate

- 93 The villagers _ _ _ _ to make the tourists feel welcome.
- a set their teeth on edge
 - b hung by a thread
 - c found their feet
 - d took great pains
- 94 This bedroom had _ _ _ _ been used as an office.
- a previously
 - b extremely
 - c fully
 - d exactly
- 95 Everyone was _ _ _ _ by the new employee's work.
- a caught
 - b offered
 - c impressed
 - d observed
- 96 The little boy was _ _ _ _ by some of the older children at his new school.
- a fallen
 - b teased
 - c set
 - d complained
- 97 Victor rarely _ _ _ _ mistakes in his reports for work.
- a does
 - b makes
 - c brings
 - d takes
- 98 The poor animal was _ _ _ _ in a small cage for over two years.
- a collected
 - b discovered
 - c obtained
 - d kept
- 99 The price of oil _ _ _ _ by 8% last month.
- a reduced
 - b lost
 - c dropped
 - d lowered
- 100 I _ _ _ _ the woman right away; it was Jim's sister!
- a recognized
 - b reflected
 - c regretted
 - d repeated
- 101 This store carries a _ _ _ _ range of kitchen appliances.
- a high
 - b far
 - c deep
 - d wide
- 102 The _ _ _ _ of these houses has gone down over the last year.
- a value
 - b profit
 - c rate
 - d income
- 103 The artist's new paintings will be on _ _ _ _ at the museum for one month.
- a exhibit
 - b exhibition
 - c display
 - d presentation
- 104 John _ _ _ _ the truth from his friends and family for months!
- a covered
 - b locked
 - c hid
 - d protected
- 105 Why did they _ _ _ _ of all those nice chairs and desks?
- a dispose
 - b throw
 - c discard
 - d rid
- 106 We should do everything we can to _ _ _ _ them from doing that.
- a avoid
 - b prevent
 - c hold
 - d escape

- 107** They work in a dirty old factory under very difficult _____.
- a situations
 - b conditions
 - c procedures
 - d positions
- 108** The disease can be _____ with certain medications.
- a operated
 - b attended
 - c treated
 - d dealt
- 109** Bob doesn't like to _____ his opinions in front of his teachers.
- a express
 - b tell
 - c recommend
 - d advise
- 110** Selena has a clear _____ of the problem and of what needs to be done.
- a knowledge
 - b information
 - c practice
 - d understanding
- 111** I _____ into John's grandparents at the computer store this morning.
- a crossed
 - b set
 - c ran
 - d put
- 112** Martin won first _____ in the skiing competition last week.
- a reward
 - b prize
 - c award
 - d title
- 113** Do you know what's _____ at that factory on Bleeker Street?
- a composed
 - b formed
 - c produced
 - d resulted
- 114** The first _____ of our magazine was published in 2003.
- a number
 - b circulation
 - c chapter
 - d issue
- 115** The new museum is _____ two kilometers from the city center.
- a settled
 - b located
 - c placed
 - d lodged
- 116** Were you _____ your hotel room in New York City?
- a satisfied with
 - b crowded with
 - c careless of
 - d hopeful of
- 117** Jeff will help us _____ up with some new project ideas.
- a bring
 - b come
 - c set
 - d make
- 118** Three athletes were _____ for cheating in the competition.
- a disturbed
 - b disqualified
 - c disrupted
 - d distributed
- 119** These photographers are _____ for their travel photography.
- a noted
 - b written
 - c observed
 - d recorded
- 120** You must put your _____ and the date on each of the documents.
- a character
 - b representation
 - c signal
 - d signature

READING

This passage about urban foraging comes from various sources.

Interest in urban foraging has been growing in recent years. Urban foraging refers to the collection of fruits, vegetables and so on that grow wild in towns or cities. The idea of eating something which hasn't come from a restaurant or supermarket appeals to a lot of people, but can make others rather nervous.

Some people forage to save money; people who are really serious about this practice claim that they can save about 40% on their supermarket spending. Others forage mainly for the potential health benefits; a lot of food that grows in the wild is more nutritious than commercially-grown foods. In some cases, people forage primarily in order to establish a connection with the seasons and cycles of nature, which so many urban dwellers have completely lost or never had in the first place.

Most people are amazed by just how much food you can find in towns and cities, although you need to know where to look, of course. There are various useful online guides to help beginners find edible treasures. And, sometimes, experienced foragers will offer tours of urban areas, showing people what to look for and what to stay away from, such as poisonous berries and mushrooms.

Another thing foragers need to be careful about is exactly where they forage. It's a good idea to do some research into the sites you plan to visit in order to make sure that they aren't known to be contaminated, as in the case of former landfills, for example.

Experienced foragers will tell you that the benefits of their practice outweigh the risks, as foraging not only teaches you about nature and saves you money, but it's also a great way to get some fresh air and exercise!

- 121** What does the writer say about popularity of urban foraging over the last few years?
- It has remained about the same.
 - It's been increasing.
 - It's been dropping off slowly but steadily.
 - It's been decreasing rapidly.
- 122** According to the passage, how much do dedicated foragers spend at the supermarket?
- almost twice as much as others
 - about 60% of the amount spent by others
 - about a quarter less than others
 - a bit more than others
- 123** In the final sentence of the second paragraph, what does the word **which** refer to?
- the seasons and cycles of nature
 - certain cases (of foraging)
 - foraging
 - a connection with nature
- 124** What is true about foraging in towns or cities?
- There's a lot to find.
 - There's no relevant information on the internet.
 - There isn't much to collect.
 - You can find food very easily.
- 125** According to the writer, ...
- no preparation is needed for a person to start foraging.
 - the only dangers for foragers are poisonous foods.
 - contaminated soil can be a problem for foragers.
 - it's dangerous to rely on information from the internet.
- 126** Which of these titles would be the best for this passage?
- How to Become an Expert Forager
 - The Many Dangers of Urban Foraging
 - Going Out and About to Eat More Cheaply
 - Take Control Over What You Eat

Great Lakes Overview

1 LAKE SUPERIOR ▶

- ▶ largest, deepest and coldest of the five Great Lakes that lie between Canada and the US
- ▶ Greatest depth: 1,332 feet (405 meters) and average depth: 500 feet (152 meters)
- ▶ Total shoreline (including that of the lake's islands): approximately 2,800 miles (4,506 km)



Did you know?

Lake Superior is big enough to hold all the other Great Lakes plus three more the size of Lake Erie!



3 LAKE HURON ▶

- ▶ 3,800 miles (6,115 km) of coastline (including that of its islands)
- ▶ Average depth: 195 feet (59 meters)
- ▶ Holds the third largest amount of water of the five lakes
- ▶ Famous for its many shipwrecks

IT'S A FACT!

There are approximately 30,000 islands in Lake Huron, including the largest freshwater island in the world!

2 LAKE MICHIGAN ▶

Home to the world's largest freshwater sand dunes (hills)!

Lake Michigan is connected to Lake Huron by a narrow strip of water which is crossed by the Mackinac Bridge (known as "The Mighty Mac").

At its deepest point it is 925 feet (283 meters) deep, with an average depth of 279 feet (85 meters), and a shoreline that measures 1,600 miles (2,575 km).

4 LAKE ERIE ▶

The smallest and warmest of the five Great Lakes, Lake Erie has an average depth of only 62 feet (19 meters) and is famous for its abundance of *walleye* fish. It's also the Great Lake which has been the most negatively affected by agriculture and urbanization.

>>> A bit of history:

The Marblehead Lighthouse, built in 1822, is the oldest active lighthouse in the Great Lakes.

5 LAKE ONTARIO ▶

- ▶ similar to Lake Erie in terms of surface area, but much deeper and holds four times as much water (average depth: 283 feet [86 meters])
- ▶ lies 325 feet (99 meters) below Lake Erie

Did you know that Lake Ontario lies at the base of the world-famous tourist attraction, Niagara Falls, the most powerful waterfalls in North America?

INSTRUCTIONS

You are doing some research for a geography project about the Great Lakes of North America. You have found a webpage with some general information on the subject. Read the questions and then look at the webpage for the answers.

- 127** Which lake has the smallest average depth?
- a 1
 - b 2
 - c 4
 - d 5
- 128** Which lake typically has the lowest temperature?
- a 1
 - b 2
 - c 3
 - d 5
- 129** Which lake is located at the bottom of a site which is popular with visitors from around the globe?
- a 2
 - b 3
 - c 4
 - d 5
- 130** Where can you find the biggest freshwater island on Earth?
- a 1
 - b 2
 - c 3
 - d 5
- 131** Which lake have people caused the most damage to?
- a 1
 - b 3
 - c 4
 - d 5
- 132** After Lake Superior, which lake has the greatest average depth?
- a 2
 - b 3
 - c 4
 - d 5
- 133** Where can you see the oldest building which is still being used to help ships find their way on the Great Lakes today?
- a 2
 - b 3
 - c 4
 - d 5
- 134** Which lake is well known because of some of the boats that have sunk in it?
- a 1
 - b 3
 - c 4
 - d 5
- 135** Which lakes are not completely separate from each other?
- a 1 and 5
 - b 2 and 3
 - c 2 and 5
 - d 4 and 5
- 136** Which lakes have very different depths but cover much the same area?
- a 1 and 3
 - b 1 and 4
 - c 2 and 3
 - d 4 and 5
- 137** What lakes are the greatest and least in terms of size?
- a 1 and 4
 - b 1 and 5
 - c 2 and 4
 - d 3 and 5

THE GREAT LAKES POLLUTION INFORMATION CENTER (GLPIC)

► **History of the pollution problem**

Over the years, the Great Lakes have been used and abused both by individuals and by entire industries. People dumped trash, dead animals, raw sewage, and toxic chemicals into these five beautiful bodies of water. For many years, there appeared to be no hope for the future of this unique ecosystem.

One day in the summer of 1969, the Cuyahoga River, which flows into Lake Erie, actually caught fire because it was so polluted. It wasn't the first time that the river had caught fire, but it was the first such fire to receive so much media attention. As a result, people started fighting for increased controls on water pollution. In the 1970s, significant laws affecting the Great Lakes were passed: the Great Lakes Water Quality Act and the Clean Water Act. Though these have helped to improve matters, many problems still exist.

► **About the GLPIC**

The Great Lakes Pollution Information Center (GLPIC) was set up by a team of environmental scientists in the 1990s as a place for local schoolchildren to learn more about the environmental problems the region faces and what can be done about them. The center is staffed by a group of local researchers and volunteers, and it has expanded over the years to become a popular choice for educational field trips for children living in the region. Teachers can "mix and match" activities in order to create a perfect day for their students.

► **Displays, games and presentations**

In the Main Hall, students will learn all about water pollution and its effects on wildlife and humans. There are interactive displays and games which teach students about the Great Lakes' environmental problems. A number of the presentations are designed to get children to think about and come up with ideas regarding possible solutions.

► **On stage!**

One of the most popular parts of a day at the GLPIC is the fascinating educational play put on by a group of amateur actors. The play, called *A Chain of Events*, shows children how pollutants get into the water, harm fish, plants and, eventually, humans. Somehow, our talented troupe of "environmental actors" even manages to leave the children with a message of hope.

** Weather permitting, the play is performed in our new outdoor amphitheater, located just behind the main building. On cold or rainy days, the performances take place in Stage Room 204, on the second floor of the center.*

► **Arts and crafts**

In our Ancient Arts Room, volunteer art students from the local university help schoolchildren make a decorative object (such as a small vase) and paint it with patterns that were originally created by the native people of the region, such as the Algonquians and Iroquoians. Students can use their creative talents to make a lovely souvenir for themselves, a friend or a family member.

NB: there is an extra \$5 charge per student for this activity in order to cover the cost of the art materials we provide.

● ● **Native American Cooking** ● ● ● ● ● ● ● ●

After giving students a short talk about interesting Native American food and cooking practices, food expert Len Mansfield will guide students through an American Indian recipe of their choice. At the end of the lesson, students can taste their own creation, as well as a few of the special snacks that Chef Len always has on hand.

The menu includes: corn soup, fried bread, wild rice, bean balls, cornmeal pudding and more!

SHIPWRECK MANIA!

Sadly, many ships have sunk to the bottom of the Great Lakes. A number of these shipwrecks have been located over the years, but about 100 of them are still somewhere down there...

Shipwreck expert Carrie Kline has put together a wonderful audiovisual presentation to teach children about the most famous shipwrecks of the Great Lakes.

After the general presentation, one of our staff will teach students about today's underwater exploration technology, such as special robotic systems. Finally, participants will learn about how a group of local high school students recently used state-of-the-art technology to find two shipwrecks from the 1880s!

The shipwreck presentation and talk are held in the high-tech Listen and Learn Room on the first floor.

Beach time



Weather permitting, there are a variety of outdoor activities that teachers can choose for their groups, such as swimming, canoeing, hiking and nature walks. All activities are supervised by center staff members. The goal is to show kids how much fun the Great Lakes and the surrounding areas can be for both youngsters and adults. We hope to instill in them a love of this unique ecosystem and to motivate them to take good care of it, both for themselves and for future generations.

Note:

Classes can be split into two or three groups for outdoor activities, depending on students' interests and physical abilities. The minimum number of students needed for an outdoor activity is 5 and the maximum is 25. Classes of more than 25 will be split into two or more groups.

► ► ► **Great Lake Gifts**

Our gift shop is small but packed with treasures visitors won't find anywhere else!

Please note: **ALL** profits from the gift shop go directly to local clean-up campaigns and pollution prevention programs.

Examples of some of our most popular gifts/souvenirs:

- Postcards, mugs and T-shirts with images from the center and the region
- Nature puzzles for people of all ages
- Great Lakes Coloring books for younger children
- Great Lakes Plant and Fish identification books that can be used on local nature walks
- Pens, pencils and mouse pads featuring the GLPIC logo

Teachers: Please ask about our special offer on "green" posters that you can put up in your classroom to inspire your students to protect the environment.

INSTRUCTIONS

On page 145 is a brochure about The Great Lakes Pollution Information Center. Read the questions below and then look at the brochure for the answers.

- 138** Who created the Great Lakes Pollution Information Center?
- a a group of American schoolchildren
 - b a group of school teachers
 - c a group of Canadian schoolchildren
 - d a group of scientists
- 139** According to the brochure, why was the Cuyahoga River fire of 1969 so significant?
- a There had been no known fires on the river before that.
 - b It was reported on by a lot of journalists.
 - c It was the biggest fire that had ever started on the Cuyahoga.
 - d It was very close to Lake Erie.
- 140** For which activity or event are students required to pay some extra money?
- a cooking
 - b the play
 - c arts and crafts
 - d the shipwreck presentation
- 141** When were the Great Lakes Water Quality Act and the Clean Water Act passed?
- a in the 1990s
 - b in the 1970s
 - c in 1969
 - d before 1969
- 142** What's the smallest group size for any "Beach time" activity?
- a 3 students
 - b 5 students
 - c 25 students
 - d 20 students
- 143** Where will students be encouraged to think of ways to try to solve the environmental problems facing the Great Lakes?
- a in the Ancient Arts Room
 - b in the Listen and Learn Room
 - c in Stage Room 204
 - d in the Main Hall
- 144** In which activity are children taught by college students from the area?
- a Shipwreck Mania
 - b Arts and Crafts
 - c Native American Cooking
 - d On stage!
- 145** According to the brochure, the people who found the two shipwrecks...
- a were local teenagers.
 - b made their discovery in the 19th century.
 - c created a robotics system for their work.
 - d didn't use any special technology.
- 146** Where is "A Chain of Events" performed on warm, sunny days?
- a in an amphitheater
 - b on the second floor of the main building
 - c in front of the main building
 - d in Stage Room 204
- 147** How many dishes does Chef Len teach each group of students to make?
- a 1
 - b 2-3
 - c 3-4
 - d 5
- 148** According to the brochure, the gift shop...
- a only sells items with the center's logo on them.
 - b uses the money it makes to support activities that help protect the environment.
 - c is very big.
 - d gives teachers a discount on all its items.
- 149** What does the play mainly focus on?
- a the reasons why people pollute water
 - b the people who pollute water
 - c how water pollution can lead to bigger problems
 - d the different types of water pollution
- 150** According to the brochure, what are the arts and crafts that children make decorated with?
- a patterns designed by local modern artists
 - b original patterns created by the students themselves
 - c patterns that were first designed by the original inhabitants of the area
 - d designs developed by college students studying art

Writing Section: 30 minutes**WRITING SECTION INSTRUCTIONS**

- You will first read a short article. After you read the article, you can choose either Task 1 or Task 2. For Task 1 you will write a letter. For Task 2 you will write an essay. Do only ONE of these tasks. You will have 30 minutes to write your letter or essay. You should write about one page.
- Use your own words as much as possible and use the appropriate format for a letter or an essay. Do not copy a lot from the article given below.
- Remember to write "Letter" or "Essay" at the top of your piece of writing.

SCHOOL REVIEW**Longer School Days from September**

The principal of the local high school, Ms Lisa Brown, has announced that, starting in September, the school day will be extended by an hour and a half. Students will not have more classes to attend, but lesson times will be extended by 15 minutes. This is part of Ms Brown's attempt to raise standards and improve students' results at the school.

Task 1: Letter

What is your opinion of Ms Brown's decision to extend class times at her school? Write a letter to the principal, telling her what you think. Give reasons to support your point of view. Begin your letter with "Dear Ms Brown,".

Task 2: Essay

In many parts of the world, academic standards and results are lower than they used to be. Why have educational standards dropped and what can be done about it? Give details and examples to illustrate and support your opinion.

Speaking Section: 15 minutes**FORM A: SCHOOL TRIP****Situation**

I am a teacher at a local school and I have been asked to organize an end-of-year trip for the 6th graders (11- and 12-year-olds). I have narrowed it down to two options. Find out what the two options are and help me make a decision.

First

You should look at the pictures below and ask:

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you have all the information you need, explain which trip would be the better choice and why. Be prepared to explain why you didn't choose the other trip. Remember to use information you learn from asking questions to explain your final choice.

Finally

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



Speaking Section: 15 minutes**FORM B: HELP SOLVE A PROBLEM****Situation**

I am your friend, and I have a problem. Find out what the problem is and offer me some helpful advice.

First

Look at the pictures below and ask:

- who the person is
- what the problem is
- what the possible solutions are
- what the disadvantages of each solution are

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 given to you by the examiner, or think of your own solutions to the problem. Remember to use information you learn from asking questions to explain your ideas.

Finally

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



NON-SENSITIVE PERSONAL QUESTIONS (STAGE 1)

Start by asking the student some of the questions below.

Home

- Tell me about your house/apartment.
- What do you like about your home?
- Is there anything you'd like to change about your home?

Your town/city

- What entertainment facilities are there in your area?
- What places would you recommend visiting to people coming to your town/city? Why?
- What is the best thing about your neighborhood?

Family

- Who do you live with?
- Do you have a large or a small family?
- What do you like doing with members of your family?

School/University

- Can you tell me something about your school/college?
- Which subjects do/did you enjoy studying at school/college?
- What's the worst thing about being a student?

Work

- Tell me about your ideal job.
- Would you like to work in a different country? Why?
- What abilities are very important for any job?

Free time

- Tell me about your hobbies.
- Do you watch or play any sports?
- Who do you enjoy spending your free time with, and why?

Studying English

- Why are you learning English?
- When do you use English outside the classroom?
- How can English help some people in their work?

The future

- What are your goals in terms of work/school/university?
- What sorts of things worry you about the future?
- What do you hope to be doing in ten years' time?

Stages 2, 3 & 4: Each student should do either the Form A or Form B test. Give the student a copy of page 148 or 149 and use the information on page 151 or 152 respectively to complete the test.

FORM A: SCHOOL TRIP

Information for Examiners (Stages 2 and 3)

Read out the student's information (given again below). Then use the information in the 'Examiner Information' table to answer the student's questions.

Situation

I am a teacher at a local school and I have been asked to organize an end-of-year trip for the 6th graders (11- and 12-year-olds). I have narrowed it down to two options. Find out what the two options are and help me make a decision.

First

You should look at the pictures below and ask:

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you have all the information you need, explain which trip would be the better choice and why. Be prepared to explain why you didn't choose the other trip. Remember to use information you learn from asking questions to explain your final choice.

Finally

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



EXAMINER INFORMATION

	Option 1	Option 2
What are the options?	archaeological site in the countryside	art museum in a big city
What are the advantages of each option?	The students recently studied this archaeological site in their history class, so it would probably be interesting for them to see it. Also, the site is near a beach where we could take them for a swim before going home.	A lot of the students do art at school, so they would probably enjoy the tour of the museum. The museum is in a big city, so we could do a bit of sightseeing afterwards.
What are the disadvantages of each option?	It's a two-hour drive to the archaeological site, so much of the day would be spent on a bus. Also, the trip will take place in June, when it will be hot and sunny, and there's not much shade at the site.	The price of a ticket for the art museum is rather expensive. Also, although the museum has some great works of art, it's not very big, so most of the day would be spent walking around and shopping, which isn't very educational.

Elaboration questions (Stage 4)

Generate a discussion on the topic using the elaboration questions below.

- 1 What's the best school trip you have ever been on?
- 2 What sorts of problem might teachers face when taking students on a school trip?
- 3 What places in your area are popular for school trips? Why do you think that is?
- 4 Are school trips valuable or a waste of time for students? Explain your view.

Stages 2, 3 & 4: Each student should do either the Form A or Form B test. Give the student a copy of page 148 or 149 and use the information on page 151 or 152 respectively to complete the test.

FORM B: HELP SOLVE A PROBLEM

Information for Examiners (Stages 2 and 3)

Read out the student’s information (given again below). Then use the information in the ‘Examiner Information’ table to answer the student’s questions.

Situation

I am your friend, and I have a problem. Find out what the problem is and offer me some helpful advice.

First

Look at the pictures below and ask:

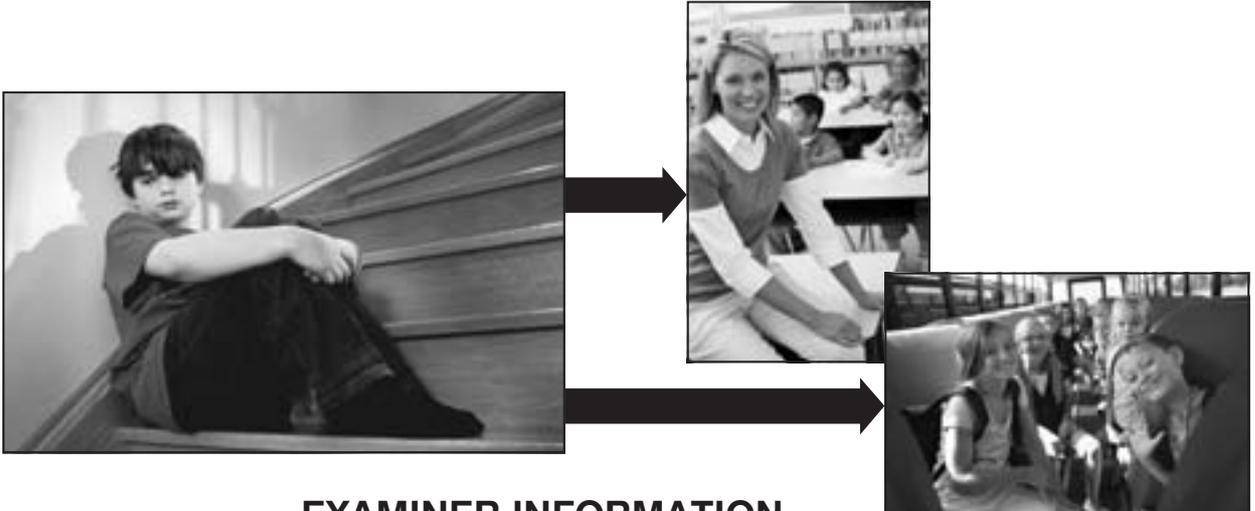
- who the person is
- what the problem is
- what the possible solutions are
- what the disadvantages of each solution are

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 given to you by the examiner, or think of your own solutions to the problem. Remember to use information you learn from asking questions to explain your ideas.

Finally

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



EXAMINER INFORMATION

Who the person is:	My ten-year-old cousin, Leo.	
What the problem is:	He’s being bullied by a group of older children at his new school. They call him names and send him nasty text messages on his cell phone.	
	Option 1	Option 2
Possible solutions	Talk to Leo’s teacher and ask her to speak to the bullies. She probably has a lot of experience with this issue.	Advise Leo to ignore the bullies and hope that eventually they will stop bothering him.
Disadvantages	If the bullies find out that I have spoken to the teacher, Leo will be embarrassed, and it may cause the bullies to be nastier to him.	It may take a long time for the bullies to lose interest in Leo and, in the meantime, he’s so unhappy that he can’t concentrate on his schoolwork.

Elaboration questions (Stage 4)

Generate a discussion on the topic using the elaboration questions below.

- 1 Why do you think children who are new to a school often have problems?
- 2 Is bullying a common problem in schools in your country? Explain.
- 3 Do you think that bullies should be severely punished or not? Why?
- 4 What can schools do to encourage friendliness and kindness among students?

Listening Test, Part 1

This is a test of your ability to understand spoken English. You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures. Mark each answer by circling A, B or C. Here is an example.

Example.

M: I'm going to help Tim move into his new apartment on Saturday.
F: Oh, I can help too...
M: Thanks, but he sold his couch and all that dining room furniture, so we only have to move his bed and a few boxes.
Q: What is Tim taking to his new apartment?

The correct answer is B, because Tim doesn't have a couch or any dining room furniture now, but he didn't sell his bed.

You will hear each conversation only once; the conversations will not be repeated. Please be very quiet and listen carefully. You should circle A, B or C. There are 30 questions in Part 1.

Do you have any questions before you begin?

1
F: How was the mall?
M: Well, I found a great jacket for only \$30, but they didn't have any boots I liked. I did get a few pairs of socks and a sweater, though.
F: Not bad!
Q: What DIDN'T the man buy?

2
M: I'm so hungry!
F: But it's only 11 o'clock! Didn't you have breakfast?
M: I did, but my breakfast was six hours ago!
F: You got up before five?
M: I do every day!
Q: What time did the man have breakfast?

3
F: So where's your new office?
M: Right next to the station, which is really convenient.
F: Wonderful! Is it in the same building as the supermarket?
M: Actually, it's on the other side of the station.
Q: Where is the man's new office?

4
M: I left my wallet at home. Can I borrow some money?
F: I've got about \$25, but I need at least 15 because I'm going to the supermarket after work.
M: All I need is \$5 so I can get something for lunch.
F: Oh, that's fine.
Q: Approximately how much money does the woman need for the supermarket?

5
F: I've been trying to call Marie all morning, but she's not at home.
M: I think she has her dance lesson on Tuesday mornings.
F: But today's Wednesday!
M: Oh, then she's at the art museum. She works there on Wednesday and Friday mornings.
Q: Where does Marie go on Wednesday mornings?

6
M: Do you want anything from the bakery? I'm going to get some milk.
F: Oh, I'd love a piece of their chocolate cake, but I had one yesterday. Just a loaf of fresh bread, I guess.
M: OK. Brown or white?
F: Brown, please.
Q: What will the man buy?

7
F: How was your weekend, Steve?
M: Not bad! I took the children to the beach on Saturday.
F: All four of them?
M: No, actually. My wife stayed at home with the baby. It was too hot for those two!
Q: How many children did Steve take to the beach?

8
M: What would you like in your sandwich? I'm having cheese and tomato.
F: That sounds good. But I'd like some mayonnaise on mine, too. Oh, and a piece of lettuce.
M: Good idea. I'm going to have the same.
Q: What will the man put in his sandwich?

9
F: How about watching a DVD with us tomorrow? We're going to watch a great old horror film.
M: No thanks! I never watch scary movies! I prefer comedies and adventures.
F: I like comedies too, but I can't stand adventure films.
Q: Which type of film do both the woman and man like?

10

M: I wish I could get out of the city this weekend!

F: Don't you have a cabin near Snake River?

M: I do have a cabin, but it's by Black River, actually. However, my sister and her family drove down from Middletown to use it this weekend...

Q: Where is the man's cabin?

11

F: It's supposed to be cold and snowy all day tomorrow, and Tuesday. I was hoping for some sunshine...

M: Well, I hope they're right. Anything would be better than this grey, rainy weather.

Q: What's the weather like now?

12

M: What's wrong, Kate? Is business bad at the restaurant?

F: No, I'd planned to visit my sister Lillian this weekend, but she just found out that she has to work.

M: What a shame... She's a doctor, right?

F: No, a nurse. Anita's the doctor in the family!

Q: What is Lillian's job?

13

F: Doesn't our tour guide look exactly like Nina?

M: Not really... I mean they both have long hair, but Nina's is fair!

F: Yeah, but they're both tall and thin.

Q: What does the tour guide look like?

14

M: So when are you off to Chicago?

F: Well, I was going to leave really early tomorrow morning, but then I decided to fly instead of driving or taking a bus.

M: That'll save you a lot of time!

F: It sure will. Now I don't have to leave the house until 3 pm tomorrow.

Q: How will the woman get to Chicago?

15

F: I can't believe I got so many birthday presents this year!

M: Which one is your favorite? Let me guess – the necklace your sister gave you.

F: Oh, that is pretty, but I really love the CD Grandma sent me, and the jacket from you is just perfect!

Q: What did the man give her?

16

M: I can help you in the garden tomorrow...

F: Thanks, but I heard it's going to rain. Do you want to clean out the garage with me instead?

M: How about you do that, and I'll fix your bike?

F: Sure! It'd be great to start cycling again...

Q: What will the woman be doing tomorrow?

17

F: Hi! Did you and the children enjoy the festival?

M: Yeah, it was fun! We went on the Ferris wheel and the roller coaster. We wanted to watch the concert too, but after being in the sun all day we were just too tired.

Q: What DIDN'T they do at the festival?

18

M: Would you like to go to the town museum with me? There's a great exhibit on this week...

F: Nice idea! I really want to see the one about wildlife and the one about trains.

M: They're next month, I think. This one's portraits of famous people...

F: Oh, boring!

Q: Which exhibit is on this week?

19

F: Where've you been? You missed the meeting!

M: What? I thought it was starting at 11!

F: It was changed to 9 o'clock. I sent you an email about it yesterday after lunch.

M: Oh, no... The last time I checked my email was around noon yesterday...

Q: What time did the meeting take place?

20

M: Have you seen my laptop anywhere?

F: It was on the dining room table yesterday.

M: Yeah, but I used it in the living room late last night, and it's not there now.

F: Maybe the children took it up to their room to play a game...

Q: Where did the woman last see the laptop?

21

F: My watch's stopped working again!

M: There's a great repair shop out at the Cherry Tree Shopping Center... Jones Watch Repair – no – Jackson Watch Repair. That's it.

F: But I'd have to take two busses to get there!

M: Well, you could walk to The Time Shop. It's by the old station downtown, but I don't know if they're any good.

Q: Which repair shop does the man know is good?

22

M: I'm here to see Vivian Bailey. I'm a bit early though. Is this the right floor?

F: No, this is the third floor. Ms Bailey works on the fourth floor, but she's in a meeting on the second at the moment. She should be back in her office in a few minutes if you'd like to wait for her there.

Q: Where will the man go to wait?

23

F: Have you heard? Carson Carey just arrived.

M: Who's that?

F: You know – the famous actor...

M: Oh yeah... Wasn't he in *Brady Floyd*? That was a great movie.

F: No, his brother – Alan Carey – starred in that.

Q: Who just arrived?

24

M: Excuse me. Do you know how to get to Steiner Music Hall?

F: Sure. You just walk straight down this street – Locust – until you reach Kendall Avenue. Turn onto Kendall and –

M: Right or left on Kendall?

F: Oh, sorry – left. And Steiner's the first building on your right.

Q: Where is Steiner Music Hall?

25

F: Oh, you've made some changes to your office! Wasn't that painting above your desk before?

M: No, it was always next to the window. But I've moved the desk; it wasn't always under the window.

Q: What does the room look like now?

26

M: Could you send these letters for me while you're at the post office?

F: No problem. Are you going to the supermarket now?

M: Right after I stop by Paul's office to drop off this book.

Q: Where is the man going first?

27

F: Isn't your older brother Victor a photographer?

M: No, you're thinking of Stan, my younger brother. Victor used to work as a chef, but now he's a teacher.

Q: What's Stan's job?

28

M: I'm just going to have the soup of the day.

F: I'm ordering that too, but with a small salad. I'd like a piece of lemon cake, but I'll only get it if you have half...

M: Sorry! I'm on a diet.

Q: What is the woman going to have for lunch?

29

F: I'm really tired! I had to babysit the twins and their sister all day.

M: Is she older or younger than the boys?

F: Three years older, but she's really naughty too!

Q: Which picture shows the twins?

30

M: So what did you do in the city?

F: Well, first we visited an old friend – no – we did a little shopping and then visited Jennifer. Then we went to the new art museum and after lunch we saw a really funny play.

Q: What was the first thing they did in the city?

Listening Test, Part 2

Imagine you are listening to the radio. You are going to hear someone from a radio station interviewing someone at a new museum.

- First, you will hear about why the museum was created.
- Then, you will hear about Lucille Ball's role in television history.
- Next, you will hear about some of the museum's highlights.
- Finally, you will hear about the museum's library and research center.

You will hear the interview in several parts. After each part, you will hear some questions. There are three answer choices for each question. You should select, from the three answer choices, the best answer to the question. If you want to, you may take brief notes as you listen.

Now you will hear the beginning of the interview. For this part, there will not be any actual test questions. The questions that follow this part are examples only.

M: I'm talking to Vicky Day, founder of the TV History Museum, located right here in Black Valley. Thanks for inviting me to the opening, Vicky. Now, can you tell our listeners a bit about why you decided to open a museum focusing on the history of television?

F: Sure! You see I've always loved TV. I even studied television production at college, though I ended up getting a degree in drama instead. Like most people, I thought TV would always be around, but DVDs and the internet have changed that. Thousands, or even millions, of people across the country used to tune in to some of the same shows at the same time every week, and I always found that incredible – like the whole country was just one big living room. Now that TV is less important in our daily lives, I thought it was a good time to look at its history and how it's influenced the world around us.

Example 1

You will hear:

Where is the interview taking place?

You will read:

- a in Vicky Day's living room
- b at a radio station
- c at a museum

The correct answer is c.

Example 2

You will hear:

What is true about Vicky Day?

You will read:

- a She has a degree in television production.
- b She set up the museum.
- c She always worried that other things would replace TV.

The correct answer is b.

Now we will continue with the interview. Remember, after each section of the interview you will hear some questions. The sections are separated by double lines. You will have 12 seconds to mark your answer to each question. There are 20 questions. Are there any questions before we begin?

M: TV, as it was before DVDs and the internet, certainly had a major effect on our society. But of course, lots of people are happy about having more choices and flexibility in what they can watch now...

F: There are certainly a lot of advantages to having more choices. But I used to love calling a friend the minute one of our favorite programs finished to go over what had happened in that episode. I miss that! Anyway, the fact that the face of television is changing so rapidly is why I felt this museum was important. Of course, when I was growing up, my parents thought that my TV obsession was an incredible waste of time, but now that I've set up this world-class museum, they've changed their minds! *(laughs)* Actually, they realized how serious I was about my passion a few years ago when the first of my three books on the subject of TV was published.

31 What does Vicky remember doing after watching a favorite TV show?

32 How do Vicky's parents now feel about her great love of TV?

33 How many books has Vicky written about television?

M: Will you tell us something about your books?

F: Well, the first was about early inventors and their attempts to develop television systems. My next book was about the most important television studios in the US and England, which was great fun to research. The third book is my personal favorite and it's sold the most copies, too. It's about Lucille Ball, or – as some fans call her – “Lucy, the first lady of American television”. As you may know, Ms Ball was not only a very talented radio, film, stage and TV actress and comedian, but a very clever businesswoman as well. She made millions in the entertainment business on the TV production side. Her life story began in 1911 and ended in 1989, when she was 77, and it's a fascinating one. If she were still alive today, she would've celebrated her 100th birthday just a few weeks ago!

34 What was Vicky's second book about?

35 Which of Vicky's books was most successful?

36 How old was Lucille Ball when she died?

M: Well, your love for everything concerning Lucy explains why you have not one but two big rooms devoted to her here at the TV History museum. They're also the most crowded spots at today's opening, I see.

F: Yes, even today, people of all ages love Lucy. And, funnily enough, the title of her first television program was... *I Love Lucy!* Though it's in black and white, its humor still speaks to everyone – I guess that's why the old episodes are still being shown on TV stations around the world. The *I Love Lucy* show first aired in 1951 and was very successful. For six years, it always placed among the top three comedy series in the US. *I Love Lucy* was about the life of Lucy and her husband, Ricky Ricardo. In real life, the actor who played Ricky, Desi Arnaz, was married to Lucy for almost twenty years. He and Lucy quickly became America's favorite couple. Viewers also loved the characters of Fred and Ethel Mertz, played by William Frawley and Vivian Vance, who were the Ricardo's best friends on the show. You can see photos of all of them in the Lucy Rooms here at the museum.

- 37 What does the reporter say about the space devoted to Lucy Ball at the museum?**
- 38 Why does Vicky think that it's a bit unusual that people still like the *I Love Lucy* show?**
- 39 What is true about the *I Love Lucy* show?**
- 40 Who did the actor William Frawley play?**

M: And how did Lucy get involved in TV production?

F: Well, *I Love Lucy*, which had won over 200 awards over the years, made enough money for Lucy and Desi to set up Desilu Studios. This TV studio put on the market some of the most popular American shows of the 1950s and 60s, such as *The Dick Van Dyke Show* and *Star Trek*.

M: I had no idea Lucy had anything to do with those shows!

F: Yes, she and Desi Arnaz were more than just performers. They had great business instincts and were able to effectively promote other people's creative projects and discover and support new talent and original ideas. They both worked tirelessly. Even though Lucy certainly had a lot of natural talent, she rehearsed scenes endlessly before filming, for example. Lucy once said, "I have to work or I'm nothing."

- 41 How did Lucy and Desi finance Desilu Studios?**
- 42 What was *The Dick Van Dyke Show*?**
- 43 How did Lucy prepare for her shows?**
- 44 What was Lucy's attitude towards work?**

M: Now tell us about some of the other highlights here at the museum....

F: Well, the Reality Show Room and the Cartoon Lab are both interactive. We've set up a little TV studio where wanna-be reality show stars and producers can help create a mini-production. That's only for teens and adults though. For young children interested in animation, there's the Cartoon Lab where they can use a special computer program to make up a story and bring it to life with our animation software.

- 45 What is special about the Reality Show Room and the Cartoon Room?**
- 46 What can people do in the Reality Show Room?**
- 47 Who could make an animation in the Cartoon Lab?**

M: It sounds like there's something for everyone here!

F: I think so! I'm also particularly proud of the TV History Library and Research Center, which is on the second floor of Building B, right above the Cartoon Lab. There, visitors can watch clips of the most famous TV shows of all time. They can also find biographies of television stars, directors and producers who made important contributions to the industry. We've organized a huge collection of books, journals and newspaper articles which might be useful for students doing relevant projects, or journalists doing an article on an important figure or aspect of the industry. Most of the books and DVDs can be checked out for two weeks at a time, but the journals and newspaper articles have to stay in the building. We do have a photocopy machine for those who want copies of any of the articles though. The cost is only 10 cents per page, or 6 cents per page if the article is over ten pages long.

- 48 Where is the Library and Research Center located?**
- 49 Which items can people borrow from the library?**
- 50 How much would it cost to photocopy a 5-page article at the library?**