

**CELP**

**Practice Test A**

**for the**

**Certificate of English**

**Language Proficiency**

**Produced by**  
**Anatolia College**  
**in cooperation with**  
**Michigan State University**  
**and**  
**Deree – The American College of Greece**



**DO NOT TURN THE PAGE UNTIL**  
**YOU ARE TOLD TO DO SO.**

**Notes for Test of English Writing Ability**

*You may use this space to make notes or an outline for the writing test.  
However, you **must** write the essay on the separate, lined paper provided.*

# THINK ABOUT IT, WRITE ABOUT IT!

## CELP Practice Test of English Writing Ability

### INSTRUCTIONS FOR THE WRITING ABILITY SECTION:

For this section of the test, a proctor has given you a special answer form.

Using a Number 2 pencil **ONLY**, write as much as you can, as well as you can, in an original composition on **ONE** of the two topics below. You have 35 minutes to complete the composition.

1. How important do you think leisure time is compared to in our grandparents' day, and how much value do you think people give to it? Be sure to support your answer with examples, reasons, and explanations.

**OR**

2. Huge advances in medical science mean that people are living to be extremely old compared to a century or more ago. But are they happier as a result? Be sure to support your answer with examples, reasons, and explanations.



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# LISTEN TO THIS!

## CELP Practice Test of English Listening Ability

You should have the following items in front of you: a test answer sheet, a test booklet, and a Number 2 pencil. If you are missing any of these items, raise your hand, and a test proctor will assist you.

### INSTRUCTIONS FOR THE LISTENING ABILITY SECTION:

- This listening section has three main parts. Part 1 consists of several short conversations, and Part 2 has longer conversations. Part 3 contains an extended monologue and an extended dialogue.
- There are 40 questions on this listening test. For each question, choose the ONE BEST answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You are allowed to take notes in this test booklet.



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**Part 1: Short Conversations**

For each question in your test booklet, you will hear a short conversation. Each conversation has a short title to tell you what it is about. Listen to the conversation and choose the letter of the choice that best answers the question that appears in your test booklet. You will not hear the question; you will see it and read it. You will read it quietly to yourself. Use your pencil to mark your answer on your answer sheet. You are allowed to take notes in the test booklet.

**Example X:****The Soccer Match**

What happened at the end of the game?

- a. The Tigers scored a goal.
- b. Both teams scored a goal.
- c. The Eagles scored a goal.

**Loud Music**

- 1. What do the two friends agree about?
  - a. the volume at which the music should be played
  - b. doing something together later on
  - c. the need to do homework before dinner

**At the Gym**

- 2. Why did the woman choose to attend the class that day?
  - a. She wants to find out if it's right for her.
  - b. She wants to go to all the trial classes before joining.
  - c. She didn't want to wait until tomorrow to begin.

**Planning Dinner**

- 3. What does the man imply about eating potatoes?
  - a. He thinks the boys need a more nutritious diet.
  - b. He doesn't mind eating the same food twice.
  - c. He wishes he could eat them more often.

**At the Clothing Store**

- 4. What does the woman want to do?
  - a. get her money back
  - b. get a bigger pair
  - c. get a more suitable style

**Shopping for Office Furniture**

- 5. Why did the customer decide to buy second chair he looked at?
  - a. The price has been discounted.
  - b. The height can be altered.
  - c. Many students prefer it.

**Tree Cutting Time**

- 6. What does the woman like about the tree in her yard?
  - a. It makes parts of the house cooler house.
  - b. It produces a lot of fruit.
  - c. It has lived a long time.

**A Stray Dog**

- 7. What did the man observe about the dog?
  - a. It remained behind when the other couple left.
  - b. It came into the garden bar alone.
  - c. It wasn't wearing a collar.

**Part 2: Longer Conversations**

*In this section you will hear longer conversations. Before each conversation you will read three to five questions. Listen to each conversation and answer the questions in your test booklet.*

**Ordering a Pizza**

8. What can we conclude about the man working at the pizzeria?
  - a. He has taken orders from this customer before.
  - b. He needs to check the customer's phone number.
  - c. He thinks the extra cheese might be a problem.
9. What could the customer not remember accurately?
  - a. The price of the extra items.
  - b. The number of pizzas she needed.
  - c. The toppings on the special pizza.
10. Which of the pizzas mentioned is bought more often than any others?
  - a. The Pepperoni
  - b. The Hawaiian
  - c. The Vegetarian
11. Why does the customer choose the drink that she orders?
  - a. It is offered free by the pizza company.
  - b. They want something that is fresh.
  - c. It sounds perfect given the weather that day.

**Looking for a job**

12. What kind of work would the woman be doing?
  - a. supervision of other employees
  - b. evaluation of gallery artwork
  - c. basic office tasks
13. How does the woman feel about the position she is applying for?
  - a. She hopes it will eventually lead to better things.
  - b. She's looking forward to the work.
  - c. She's happy it won't be challenging at the start.
14. What type of qualifications does the woman have?
  - a. She is an art history graduate, but has never worked.
  - b. She holds more than one degree, but has little experience.
  - c. She has some practical experience, but no formal qualifications.
15. What is the woman's attitude towards earning money?
  - a. She thinks inexperienced applicants should be willing to work for no pay.
  - b. She regards the question of salary as less important than gaining the position.
  - c. She is disappointed with the amount that is being offered for this job.

**Problems at work**

16. What best describes the relationship between Jennifer and Jack?
  - a. They usually communicate well but currently have a problem.
  - b. They often have difficulties because of his personality.
  - c. They have argued over financial problems in the company.
17. Why do the speakers think Jennifer is dissatisfied at work?
  - a. She is less respected than the maintenance staff.
  - b. She is overqualified for her position.
  - c. Her workload has increased a lot lately.
18. How does the woman feel about their company and workplace?
  - a. She worries their jobs are not very secure.
  - b. She feels lucky to be working in such a competitive environment.
  - c. She thinks they should all petition for better conditions.

**Who was that I saw you with?**

19. Where did the woman see Kevin talking to a girl?
  - a. at the post office
  - b. at a barbeque
  - c. at a restaurant
  
20. What did Kevin do on Saturday night?
  - a. He went on a date with an old friend.
  - b. He met with his cousin Sophie.
  - c. He went to a restaurant near the post office.
  
21. What does Henrietta want to find out about the girl?
  - a. whether she knows the girl
  - b. whether the girl is related to Kevin
  - c. whether the girl is from Ireland
  
22. Why does Henrietta apologize to Kevin?
  - a. for thinking she recognized the girl
  - b. for pushing him to talk about the girl
  - c. for not saying 'hi' when she saw him on Saturday



**Part 3: Extended Discourse**

*In this section you will hear an extended monologue and an extended dialogue. You will listen to each passage twice, and then you will answer a series of questions.*

**Restorative Practices:**

23. What is the main reason that the meeting is taking place?
- to decide on a punishment for vandals and bullies at school
  - to identify the children who are victims of bullying
  - to discuss strategies for teaching appropriate school behavior
24. What is the main focus of restorative practices?
- determining what penalties should be given to first time offenders
  - making stronger connections between people in a community
  - ensuring safer learning environments for young children in school
25. What is the meaning of the phrase “social discipline” as the speaker uses it?
- acceptable public behavior
  - punishment or correction
  - disorder and neglect
26. What is one outcome of Restorative Practices?
- Offenders may try meditation and other ancient practices.
  - All violent or aggressive behavior will disappear completely.
  - People may work together more easily and effectively.
27. How long have restorative practices been part of human social procedure?
- for several decades
  - for a few years
  - for hundreds of years
28. Which is probably the most accurate description of a restorative conference?
- a party which is held for a victim by their family and friends
  - a meeting between those who caused the harm and the injured party
  - a work party to repair the structure of a vandalized building
29. Which of the following should be expected at a restorative conference?
- The facilitator says whether the crime was justified.
  - The victims say that they wish to harm the offenders.
  - The offenders say they are sorry for the harm they have done.
30. What is the main role of the facilitator at a conference?
- He or she expresses their feelings about the incident.
  - He or she maintains order and progress at the meeting.
  - He or she decides on what the outcome of the meeting will be.
31. What does the speaker believe the results of Restorative Practices will be?
- faster outcomes than the system in place at present
  - proof that physical punishments are ineffective
  - prevention of future problems and resolution of current ones

**Home improvement interview**

32. What is the main purpose of the man's interview?
- to advise his listeners about planning their construction work
  - to advise his customers about which tools they need to use
  - to advise people about how to get jobs in construction
33. Why is the man qualified to speak about this topic?
- He has gained a lot of experience in DIY since he retired.
  - He currently conducts training courses for people interested in DIY.
  - He used to be involved in DIY work professionally.
34. How does the man feel about electrically powered tools?
- It is inadvisable to work without them.
  - It is not essential to use them.
  - Builders throughout the ages have benefited from them.
35. What does the man mention cathedrals?
- Such massive structures took enormous time and effort.
  - Huge buildings like these were built entirely with manual labor.
  - Human beings can do anything they put their minds to.
36. Why does the man mention wheelbarrows?
- to illustrate the kind of heavy work that may be involved
  - to illustrate how important the invention of the wheel was
  - to show the best way to move building materials
37. Under which circumstances does the man recommend hiring a professional?
- if you are unable to get someone to help you
  - if you have any jobs involving physical effort
  - if you are not physically fit for the work you plan to do
38. What kind of assistant does the man recommend?
- someone who is more experienced than you
  - someone who is a professional builder
  - someone who is fit and adaptable
39. What is one advantage of doing home projects yourself?
- You can time things to suit your personal program.
  - You can get help from the store if needed.
  - You can develop new professional skills.
40. According to the man, what is the disadvantage of taking on work like this?
- You have to stay in control at all times.
  - You are solely responsible if things go wrong.
  - Other people may blame you for mistakes.



**THIS IS THE END OF THE PRACTICE LISTENING TEST.  
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# GRAMMAR YOU CAN USE!

## CELP Practice Test of English Grammar

### INSTRUCTIONS FOR THE GRAMMAR SECTION:

- This grammar test has 40 questions.
- You have 20 minutes to answer all 40 questions. For each question, choose the ONE BEST answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You are allowed to write in the test booklet.

### EXAMPLE:

Bob is a good student. He \_\_\_\_\_ every day.

- a. to study
- b. is study
- c. studies
- d. studying

The correct answer is c. You would mark “c” on your answer sheet.



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41. Activities such as bowling and golf, \_\_\_\_\_ can be played at varying degrees of speed and mobility, are good choices for older athletes.
- which the both
  - two of which
  - both of them
  - both of which
42. We only have \_\_\_\_\_ left, so don't use the printer unless you really need to.
- some ink
  - little ink
  - a few ink
  - a little ink
43. Ivy walked quietly through the hospital \_\_\_\_\_ wake the patients sleeping in the wards.
- so not to
  - so as not to
  - so to not
  - as she not
44. That famous model, \_\_\_\_\_ I cannot remember, was apparently injured in a shooting last night.
- who the name
  - whose name
  - the name of who
  - who's name
45. John went to the dance \_\_\_\_\_ his best suit.
- dressed in
  - dressing in
  - dressed up
  - dressed with
46. Mary's uncle \_\_\_\_\_ the same bicycle since he was eighteen years old.
- has had
  - has
  - has been having
  - is having
47. \_\_\_\_\_ a record of the interview, the reporter was unable to remember the politician's exact words.
- Having not kept
  - Not having kept
  - Not to have kept
  - Since not keeping
48. The coast guard was alerted to rescue the passengers from \_\_\_\_\_.
- the ship was sinking.
  - the ship to sinking.
  - the sinking ship.
  - the ship before sinking.
49. \_\_\_\_\_ that Helen stayed up late to watch it till the end.
- It was so exciting a film
  - The film was of such excitement
  - The film was exciting
  - It was a such exciting film
50. The English F.A. cup, \_\_\_\_\_ in 1871, is the oldest of the world's football cup competitions.
- established
  - who they established
  - that was established
  - to be established
51. A: It's time to leave. Haven't you had a shower yet?  
B: Don't panic. I am \_\_\_\_\_ to.
- just about
  - almost
  - nearly
  - on the verge
52. Can you give me a ride to the airport, please? My flight \_\_\_\_\_ two hours' time.
- has to be left in
  - is leaving at
  - will leave on
  - leaves in
53. Can I borrow twenty dollars, please? \_\_\_\_\_.
- Naturally I'll pay you back
  - I pay you back, of course
  - Of course I am paying you back
  - I'll pay you naturally back
54. John is innocent! \_\_\_\_\_ responsible for the decrease in company profits.
- No way he is
  - In a way he is
  - In no way is he
  - Some way he is
55. By the time my parents get back from Spain \_\_\_\_\_.
- we will have had the house painted
  - we will paint the house
  - the house will have painted
  - we will have the house to be painted

56. Ice cream contains a lot of sugar and fat, but \_\_\_\_\_ I enjoy eating it.
- even if
  - so what
  - all the same
  - in the whole
57. Barely \_\_\_\_\_ the shelter of the trees when the rain began to fall.
- were** they reaching
  - were they to reach
  - had they reached
  - they reached
58. The film \_\_\_\_\_ based on the director's own childhood in Sweden.
- can say it is
  - someone said it is
  - is said by some to be
  - that they are saying about is
59. You're right, Dad. The car \_\_\_\_\_ more oil than it used to. I had to put more in twice this month.
- is to use
  - doesn't use
  - does use
  - has to use
60. Billy is looking forward to \_\_\_\_\_ the Lincoln Memorial during his visit to Washington D.C.
- a visit of
  - visiting
  - visit
  - be visiting
61. Are they serious about getting married? They \_\_\_\_\_ each other for a couple of months at the most!
- only knew
  - cannot know
  - can only have known
  - have only to know
62. If I \_\_\_\_\_ a better job, I would take it at once, but so far nothing suitable has turned up.
- was finding
  - have found
  - were to find
  - would find
63. \_\_\_\_\_ water on the planet Mars.
- Once is thought to have been
  - There once is thought to be
  - There is thought to have once been
  - They thought once there be
64. Don't touch the walls of the room. The paint \_\_\_\_\_ dry yet.
- won't be
  - have not
  - will be
  - doesn't have to be
65. The only sign that Harold was in the house was the \_\_\_\_\_ gloves that were lying on the hall table.
- elegant brown leather driving
  - brown elegant driving leather
  - brown leather elegant driving
  - leather brown driving elegant
66. Don't worry. The house will eventually be finished. \_\_\_\_\_ is a little more time.
- All what we need
  - The only we need
  - All that is needed
  - The whole need
67. \_\_\_\_\_ that there were actually cameras in the hallway filming them.
- Until it was too late they didn't realize
  - Lately they realized
  - Little did they realize
  - They were late to realize
68. But Peter's definitely in New York. It \_\_\_\_\_ him that you saw at the concert.
- is not possible to be
  - can't have been
  - cannot to be
  - shouldn't have to be
69. \_\_\_\_\_ the head of the school council has been asked to resign.
- It is a rumor which
  - There are some rumors for
  - Rumor says it that
  - It is rumored that
70. Zachery would like to travel by plane next time we \_\_\_\_\_ to California from Colorado.
- will go
  - were to go
  - should go
  - go

71. The doctor refused \_\_\_\_\_ the operation unless the patient signed the forms.
- performance of
  - to have performed
  - to perform
  - performing
72. The weather became worse and worse, but \_\_\_\_\_ the walkers continued on their journey.
- despite
  - however
  - no matter
  - nevertheless
73. By the time governments and scientists effectively address the problem of global warming, the oceans' water level \_\_\_\_\_ for many years.
- are rising
  - will be risen
  - have risen
  - will have been rising
74. The president did not want to imprison his cousin for treason, but his court advisors \_\_\_\_\_ do it.
- made him
  - were making him to
  - made him to
  - made that he
75. Tom promised \_\_\_\_\_ the grass tomorrow morning.
- to help his father mow
  - helping his father mow
  - helping his father mowing
  - help his father to mow
76. Only if countries invest in education \_\_\_\_\_ in the global economy of the 21<sup>st</sup> century.
- they will succeed
  - they succeed
  - they do succeed
  - will they succeed
77. Joanna did extremely well on the final examination, \_\_\_\_\_ the little studying she had done.
- since
  - owing
  - given
  - though
78. \_\_\_\_\_ of the two young boys knew how to tie their shoelaces.
- None
  - Either
  - Neither
  - All
79. It's time we \_\_\_\_\_ home; it's getting very late.
- to go
  - gone
  - went
  - are going
80. Why \_\_\_\_\_ your neighbor to help you repair the fence between your back gardens? It's an eyesore!
- you don't ask
  - not asking
  - don't you ask
  - could you ask



**THIS IS THE END OF THE CELC PRACTICE GRAMMAR TEST.  
DO NOT RETURN TO THE PREVIOUS SECTION.  
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# READ ABOUT IT!

## CELP Practice Test of English Reading Ability

### INSTRUCTIONS FOR THE READING ABILITY SECTION:

- This reading test has four passages. Each passage is followed by several questions.
- You have 60 minutes to answer all 40 questions. For each question, choose the ONE BEST answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You are allowed to write in the test booklet.



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**Reading passage 1**

*You come across this article at a sports center in a magazine about outdoor hobbies and recreation. Read the article carefully and answer the questions that follow.*

**Parks As Far As the Eye Can See**

The practice of wilderness preservation had hardly begun internationally when, in 1887, New Zealand declared the peaks of its sacred volcanoes Tongariro and Ruapehu a national park. It was then only the fourth national park on the globe, the other three having been established in the U.S., Australia and Canada in the two preceding decades. So where did the idea originate? (A) Despite American author Wallace Stegner's famous comment that "National parks are the best idea we ever had. Absolutely American, absolutely democratic," made in 1983, the English poet William Wordsworth had described the British Lake District as a "sort of national property, in which every man has a right and interest who has an eye to perceive and a heart to enjoy" as early as 1835.

In this spirit, the earliest legislation that governed national parks in New Zealand originally determined that they be created primarily for the visual splendor of their scenery rather than for their ecological significance, and there was a tendency to include majestic but unproductive highlands which were of little agricultural or other economic significance, rather than more accessible and potentially cultivatable land. (B)

This historical oversight was unfortunate for New Zealand, a country which has some of the most unique flora and fauna in the world. The plants and animals of New Zealand evolved in complete isolation from other land for close to eighty million years, survivors of the ancient Gondwanaland which once included most of the landmasses in today's Southern Hemisphere. The international importance of this flora and fauna has long been acknowledged by the scientific community, and in 1980 alterations were made to national laws allowing areas of prime ecological worth, often under threat from industries such as logging or mining, to be

considered for inclusion in the park network. (C) Thus ecologically rich lowland forests which had previously been overlooked could now be preserved. In 1990 a massive area of 2.6 million hectares in the country's South Island was named a World Heritage Area; it includes four separate national parks including both of the country's highest peaks as well fjord lands and water.

New Zealanders have also chosen to protect rare habitats in a variety of other reserves. These include off-shore islands that aim to provide havens for many of the world's most critically endangered species, among them large flightless birds whose evolution and existence in a land without predatory mammals was threatened by the arrival of humans and the introduction of non-native animal species. (D) Marine reserves too have gradually been established. Perhaps one of the most remarkable salutes to New Zealand's unique geographical status came in 2012, when the world's newest dark sky reserve was announced. Covering 4300sq km of New Zealand's South Island, the Aoraki Mackenzie International Dark Sky Reserve forms the world's largest "Dark Park." Open 24 hours a day, it was the first to be awarded gold level status, recognizing the quality of the almost light-pollution-free skies which make it a prime star-gazing location for amateur and professional astronomers alike. So the traveler's day of wonder in the New Zealand landscape need not end at sundown. Lying back beneath the southern night skies, we can continue to marvel at the beauties offered us by our fragile and magical planet.



81. What was the status of national parks before the end of the nineteenth century?
- There were none yet established in Europe.
  - There were some in England, New Zealand and Canada.
  - The first one was established as early as 1835.
  - They covered only a fourth of the globe.
82. Which of the following is closest in meaning to **accessible** as it is used in line 28?
- Reachable
  - affordable
  - manageable
  - admirable
83. What made mountains a good economic choice as national parks?
- The land was easy to protect from hunters.
  - The land did not cost much to develop.
  - The land was free for all to exploit.
  - The land did not offer good farming opportunities.
84. What is significant about plant and animal species in New Zealand?
- They were unknown to the scientific community.
  - They developed out of touch with any other parts of the world.
  - They survived when Gondwanaland was destroyed by volcanoes.
  - Their importance was ignored by existing national laws.
85. Why did New Zealand park laws change in 1980?
- Isolated cases of newly-evolved plants and animals were identified.
  - Valuable mining and logging industries could be further developed.
  - Biologically valuable coastal woodlands could be safeguarded.
  - More people were able to reach parks near populated areas.
86. Which of the following is closest in meaning to **overlooked** as it is used in line 47?
- Considered
  - Ignored
  - Developed
  - misused
87. Why have off-shore islands probably been selected as special reserves?
- Endangered species can more easily survive on them without the fear of predators.
  - The endangered species on them do not endanger locals and tourists.
  - The species on them, especially the flightless birds, cannot escape easily.
  - All non-native animal species have been removed from them.
88. What is the reason some flightless birds in New Zealand are at risk?
- The country finds it impossible to protect enough of their natural habitat.
  - They have developed in a region where they had no natural enemies.
  - They were introduced to the country too late to evolve successfully.
  - There are not enough people interested in preserving them.
89. Why was Aoraki Reserve awarded 'gold level status'?
- It provided ideal night conditions for those interested in astronomy.
  - It does not close at night, like most other national parks.
  - It is the only park of its kind anywhere in the world today.
  - It covers the major part of New Zealand's South Island.
90. Where in the passage would the following sentence best fit?
- "A century later, however, this attitude had undergone crucial changes."*
- (A)
  - (B)
  - (C)
  - (D)

## Reading passage 2

While doing research into how buildings influence our way of life, you come across this article in a lifestyle magazine about a famous American home. Read the article carefully and answer the questions that follow.

**The Shape of Falling water**

In the mid-1930s, the prominent Pittsburgh department store businessman Edgar Kaufmann and his wife Liliane took the architect Frank Lloyd Wright to visit their country home in the woods of Pennsylvania. A stream called Bear Run flowing through their property tumbles in a dramatic waterfall, and the couple described how central the falls were to their lifestyle and time there. They loved to pass the time and play beneath the rushing waters and to relax in sunlight on the massive slabs of rock that had broken away and lay at the base of the cliff over which the water falls and flows. They wished to build a new home in the woodland where they could escape from the city, enjoy their love of the outdoors, and entertain guests, and invited Wright to submit a design. (A)

The single plan which Wright eventually produced was the beginning of a new age in American Architecture, and the building named *Fallingwater* that rose on the site has remained an international inspiration and an icon, hosting more than 135,000 visitors annually. The house is built, not beside, but directly over the waterfall itself, so that the water of the river runs through the heart of the structure. It then emerges beneath the building and flows outward and onward down the hillside below. (B)

The building is made of concrete, and the vertical walls are faced in natural stone. In keeping with Wright's desire for an organic structure that would be a natural part of its environment, only two colors were used in the coatings. These were a soft ochre tone that was applied to the concrete and the Cherokee red which Wright particularly loved for the steel of pillars and window frames. (C)

Within the house itself, natural materials are plentiful. The sandstone slabs on the broad expanses of floor in the living areas are polished smooth and yet retain natural irregularities in their surface; they gleam softly as if the floor of the house itself were slightly beneath the water's surface. A huge boulder which was on the site was left in place to form the fireplace in the main living area. The northern side of the house, tucked in against the slope, has a protective cave-like quality which is in dramatic contrast with the sunlit south side. (D) Everywhere is the soft yet persistent sound of flowing water.

The use of reinforced concrete allowed the architect to construct large balconies that extend from every level of the house out over the falls, echoing the giant ledges of rock that so charmed Wright on his first visit to the site. No matter which part of the house you are in, ever-changing glimpses of the outdoors beckon you out onto these broad terraces, inviting you to interact with the unspoiled surroundings of forest and rock and stream. The interior and exterior spaces of the building are joined so faultlessly that the visitor barely notices where one ends and the other begins. Nature flows through it as effortlessly as the water does.

91. What was the main reason the Kaufmanns took Wright to visit their property?
- They wanted him to see the beauty of the rushing waters.
  - They wished to get him away from the city.
  - They were proud of their new home there.
  - They hoped he would plan a new building for the site.
92. Which statement best describes the main use of the Kaufmann property?
- It provided safety from the tumbling waters of the waterfall.
  - It was somewhere to bring friends and get closer to nature.
  - It offered endless opportunities for building new houses.
  - It was a refuge where they had no need to see other people.
93. Which is closest in meaning to the phrase **massive slabs** as used in line 11?
- huge chunks
  - thin sheets
  - stacked layers
  - tiny fragments
94. What happened after Wright's visit to the site?
- He agreed to work with the Kaufmann family.
  - The Kaufmanns invited far fewer visitors than ever before.
  - Wright built an architectural museum by the water.
  - Wright soon began to be recognized as an important architect.
95. What is the relationship between the river and the house?
- The river begins below the house on the hillside.
  - The river is only visible directly beneath the building.
  - The river travels through the middle of the building.
  - The river was diverted to run closer to the house.
96. Why did Wright limit the number of colors used in the building?
- He wanted the building to blend into its surroundings.
  - He preferred to use only his two favorite colors.
  - He had used natural materials for everything else.
  - He wished to save money on the use of materials.
97. How does the author describe the floors inside the house?
- They are totally flat and therefore very shiny.
  - They are under the water's surface so they look smooth.
  - They were saved from the original building and reused.
  - They have unusual coloration and seem to glow.
98. What is notable about the northern side of the house?
- It is built into the hillside.
  - It is dramatically smaller than the south side.
  - It offers scenic views of a nearby cave.
  - It receives very little natural light during the day.
99. Which answer is closest in meaning to the word **persistent** as it is used in line 51?
- constant
  - clear
  - natural
  - annoying
100. What is the effect of the building's many concrete balconies?
- They add more surface area to the existing rocky ledges.
  - They encourage visitors to connect with the scenery around the building.
  - They replace the large pieces of rock that were first on the site.
  - They provide various ways to enter the house from the road.
101. Where in the text would the following sentence best fit?
- "There, the walls are wrapped in long horizontal banks of windows that let in the brilliant light of the surrounding woodland and sky."*
- (A)
  - (B)
  - (C)
  - (D)

## Reading passage 3

You come across this article in a free magazine offered to customers at an entertainment and technology store. Read the article carefully and answer the questions that follow.

Film and Music – A Life-Long Relationship?<sup>1</sup>

“Video killed the radio star...” The lyrics of this popular song released in 1979 reflect nostalgically on the consequences of technological change for music in the 1960s, when an increasing number of popular artists such as The Beatles and The Who began making films that incorporated and promoted their music. (A) Widely-viewed television shows such as Top of the Pops followed, broadcasting live studio performances from artists as well as pre-recorded video clips. Until then, most musical “stars” had gained mass popularity and fame over the radio; no one even really needed to know what they looked like as long as they sounded good.

In reality, however, film and music have been married almost from the birth of the moving picture. The first public screenings of “silent” movies were not that at all, since a pianist, organist or, in the case of large inner-city theaters, even a full orchestra accompanied the film with music suitable for the mood at any given moment. (B) Films were soon being released with a prescribed list of sheet music, and complete film scores were composed for major productions. Film needed and used music to enhance atmosphere and entertainment value. So when did music return the favor and start utilizing film in the same way?

The so-called video clip became a standard in the music industry in the 1980s with MTV, but in fact promotional music videos date back much further. In 1894, sheet music publishers Marks and Stern hired an electrician, George Thomas, to promote sales of their song “The Little Lost Child”. Using a magic lantern, Thomas projected a series of still images on a screen during live performances of the song, and the precursor to the modern music video was born. (C)

In the early 1920s, Max Fleischer further unified musical and screen entertainment when he created a series of short animated films called Screen Songs, which invited audiences to sing along to popular songs by “following the bouncing ball,” a system remarkably similar to contemporary *karaoke*. The famous Warner Brothers cartoons were initially based around songs from forthcoming musical films. (D) In the 1940s musician Louis Jordan made short films for his songs. Music historian Donald Clarke identifies these films as the true ancestors of “music video,” an expression first coined in 1959 by DJ and singer J. P. “The Big Bopper” Richardson.

Music videos eventually evolved into an art form in their own right, but have never ceased to be inspired by the film industry. Madonna’s famous 1985 video for “Material Girl” was closely modeled on a staging of “Diamonds Are A Girl’s Best Friend” from the film *Gentlemen Prefer Blondes* starring screen idol Marilyn Monroe. Michael Jackson’s ground-breaking videos, notably “Thriller” and “Bad” (directed by none other than the remarkable Martin Scorsese) draw heavily on the stylized dance “fights” in the film version of *West Side Story*. It seems, then, that music and film are now fully interdependent, one medium influencing the other to promote artistry and innovation as well as popularity.

<sup>1</sup> The following article is adapted from Wikipedia

102. What is the most likely interpretation of the song lyrics quoted in line 1?
- Singers who performed on radio failed to make successful music videos.
  - Music videos were intended to harm radio performers.
  - Radio performers eventually lost their popularity.
  - Radio performers could not afford to make music videos.
103. Why does the writer mention The Beatles and The Who in the text?
- They were both relatively unknown before the 1960s.
  - The bands both became increasingly popular during that period.
  - Both of these bands were popular in America earlier.
  - Both bands made films in order to make their music more popular.
104. How did professional music change during the 1960s?
- Singers were seen more often, so their appearance became important.
  - Singers felt compelled to appear on television to gain any public appeal.
  - Singers were paid more for public performances.
  - Singers had their songs played more frequently on the radio.
105. According to the text, what is ironic about the term “silent” movie?
- The movies at that time already contained several sound effects.
  - The people who were acting in the movies were actually talking.
  - Sound was produced in the theater while the movie was being shown.
  - Audiences in large city theatres were noisy while watching films.
  -
106. Which answer is closest in meaning to the word **enhance** as it is used in line 13?
- improve
  - invent
  - enchant
  - enlarge
107. Why is the song “The Little Lost Child” so important in musical history?
- It was the first song recorded on video while it was being sung.
  - It was the first song to be accompanied by pictures while being played.
  - It was the first song George Thomas had ever performed live.
  - It was the first song promoted by Marks and Stern to a live audience.
108. What did Max Fleischer give members of the public the opportunity to do?
- perform songs solo in front of a live audience
  - play music while they were watching films
  - bounce a ball in time to music on the screen
  - sing along with songs they knew with other people
109. Which of the following is closest in meaning to coined as used in line 27?
- identified
  - selected
  - reproduced
  - created
110. According to the text, what do some of Madonna and Michael Jackson’s videos have in common?
- They were directed by very famous film directors.
  - They were influenced by scenes from famous films.
  - They were drawn from stories that were made into famous films.
  - They were performed live on stage before film versions were made.
111. Where in the text does the following sentence best fit?  
*“The fact that these children’s favorites are still known as Looney Tunes and Merrie Melodies indicates their close links to music historically.”*
- (A)
  - (B)
  - (C)
  - (D)

**Reading passage 4**

While you are looking into how human beings use natural resources in the modern world, you find this article online in an interior designer's blog. Read the text carefully and answer the questions that follow.

**The Birth of Glass**

Every time we look in a mirror, close a window, or drink a glass of water, we are utilizing a resource so familiar and inexpensive that we scarcely consider it. But glass was once such a highly prized commodity that it was reserved for use by the upper classes and considered as valuable as gold or jewels. It has always occurred naturally when certain types of rocks melt as a result of volcanic eruptions, lightning and even meteorite strikes, and evidently Stone-age man employed obsidian, a naturally formed type of glass, for spearheads and cutting tools. However, the first truly man-made glass made its appearance about 4000 years ago in Mesopotamia, between the Tigris and Euphrates Rivers. (A)

According to the ancient Roman historian Pliny, the discovery was a fortunate accident. Phoenician merchants landed on a beach near Syria to spend the night, and used blocks of the sodium carbonate they were transporting to support their cooking pots beside their camp fire. The blocks melted in the intense heat and blended with the sand beneath them to form an opaque liquid which cooled and hardened to become glass.

Whether this charming story is true or not, it contains a basic but accurate glass recipe - heat plus silica and soda ash - and it is certain that craftsmen at the time discovered and developed the art of successfully mixing these. The original method used to shape glass is known as casting. (B) It involved heating the glass in an open mold then dipping a solid central core in to coat it with the molten glass before it was cooled and hardened. As the knowledge of glass-making spread throughout the eastern Mediterranean region, aided by Phoenician traders and the solid core, glass-coated containers holding scented oils that they carried, glassmaking centers emerged in various cities. (C) Stone tablets dating back to around 650 BC from the library of the Assyrian king Ashurbanipal contain the first glassmaking manual, engraved with detailed and specific instructions on how to make glass.

Glass objects were highly prized as jewelry, perfume containers and ornaments, and were employed in the decoration of homes and furniture. Fragments of the first glass vases, dating back to the 16<sup>th</sup> century BC, were found in Mesopotamia, although Egyptians were also progressing in the production of truly hollow glass vessels by then. They gradually developed a sophisticated technique in which a tightly packed core of sand was rolled in molten glass. While the outer layer of glass was still soft it was rubbed on a flat stone surface (the prototype of today's glass-blower's bench) to smooth and shape it. The sand inside could later be removed, creating a hollow container. (D) Syrian craftsmen invented a long thin metal tube that they blew through to create a bubble in the molten glass, and glass-blowing was born. Romans then began blowing glass directly into molds, greatly increasing the variety of shapes possible. Production soared, and the glass industry began in earnest. Remarkably, the blow-pipe and the techniques using shapers, benches and molds remain virtually unaltered to this day.

112. According to the writer, how do most people today regard glass?
- They do not realize that it is becoming difficult to find.
  - They don't usually think about it very often.
  - They only look at it closely when they are using it.
  - They think it is cheaper than it actually is.
113. Which of the following statements about glass is true?
- It once cost as much as precious stones and metals.
  - It was first invented by early man to hunt and cut things.
  - It can be melted to form various types of rocks.
  - It is not very strong when it is formed naturally.
114. How does Pliny describe the discovery of glass?
- The traders' pots contained one of the first ingredients of glass.
  - The traders only came across the glass because they were not in a hurry.
  - The fire on the sand contributed to the process that would produce glass.
  - The traders had intended the blocks they used to be burnt, not melted.
115. How does the writer of the article seem to view Pliny's story?
- He thinks it is highly unlikely to be true, which is unfortunate.
  - It is certainly true; craftsmen wouldn't otherwise have learnt the recipe.
  - It is entertaining but scientifically impossible.
  - He doesn't think it an unreasonable explanation for the invention of glass.
116. Which of the following is closest in meaning to molten as used in line 18?
- liquid
  - broken
  - golden
  - clear
117. In what way did the glass oil containers play a role in glass history?
- They were the first items to be successfully produced from glass.
  - Their transportation circulated the news about glass to a wider region.
  - Demand for them increased throughout the Mediterranean.
  - They broke so frequently that demand and therefore production increased.
118. Which of the following is closest in meaning to **engraved** as used in line 22?
- invented
  - buried
  - molded
  - written
119. What is important about the production of the first glass vases made by the Egyptians?
- They show the extent to which glass was being used in their homes.
  - They indicate how widespread the knowledge of glass had become.
  - They highlight the level of luxury in home furnishing of the period.
  - They show their glassmakers had gained a higher level of technical skill.
120. According to the text, what is most remarkable about contemporary glassmakers' tools?
- They have hardly changed since they were first developed.
  - They have evolved very slowly over a long period in history.
  - They are as highly valued today as they were in ancient times.
  - They are far more complicated than those originally developed.



**THIS IS THE END OF THE TEST.**

**YOU ARE NOT ALLOWED TO WORK ON PREVIOUS SECTIONS.  
PLEASE WAIT FOR FURTHER INSTRUCTIONS**