

Name _____ Seat Number _____

MSU-CELP

Certificate of English Language Proficiency

Practice Test #6

All items selected from actual CELP administrations



Michigan State University
English Language Center



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 write notes or an outline for the essay. However, you **must** write the essay on the separate, lined paper provided.

Think about it, write about it!

MSU-CELP Test of English Writing Ability

Instructions


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. In many countries, there has been an increased effort to prepare students for careers in science, technology, engineering, and mathematics. Due to this shift, less funding has been provided for the arts, such as music, theater, and literature. In your opinion, how important is it to support the arts? Be sure to support your answer with examples, reasons, and explanations.

OR

2. People who are successful musicians, singers, and actors often become celebrities. Other people, such as scientists and inventors, make important contributions to society too, but rarely become celebrities. Why might this be the case? Be sure to support your answer with examples, reasons, and explanations.

 Do not turn the page
until you are told to do so.

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Listen to this!

MSU-CELP Test of English Listening Ability

You should have the following items in front of you:


- a test answer sheet
- a test booklet
- a Number 2 pencil

If you are missing any of these items, raise your hand, and a test proctor will assist you.

Instructions

This section has three main parts. Part 1 has 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 write in the test booklet.

 Do not turn the page
until you are told to do so.

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.

Now look at Example X, a study group, and listen to the following conversation.

A study group

What does the woman want to know?

- a. what time the study session begins
- b. how long the review session will last
- c. whether John can help her get home

A phone problem

- 1. Why is the man having problems with his current phone?
 - a. It is not well made.
 - b. It needs to be charged.
 - c. Its settings need to be changed.

Waiting for the newspaper

- 2. Why is the woman waiting for the newspaper?
 - a. Her grandmother wrote an article in it.
 - b. She wants a physical copy of a story.
 - c. Her article will not appear in the online edition.

Parts of a cactus

- 3. Which part of the cactus is similar to tree branches?
 - a. the trunk
 - b. the pads
 - c. the spines

A birthday present

- 4. Why is the man happy?
 - a. He bought something for his mom and for himself.
 - b. He bought his mom's favorite flowers for her birthday.
 - c. He bought expensive flowers that were on sale.

Cleaning closets

- 5. What does the woman dislike about her boots?
 - a. They don't fit well.
 - b. They aren't very useful.
 - c. They are too old.

New baby brother

- 6. What will the girl help her parents do?
 - a. choose the color
 - b. paint the room
 - c. buy the paint

Business meeting

- 7. What are the employees discussing?
 - a. a promising new candidate for president
 - b. a surprising change in the number of sales
 - c. a recent announcement at a staff meeting

The aquarium visit

- 8. What did the man and woman like about the shark exhibit?
 - a. the variety of sharks in the tank
 - b. the presentation the divers gave
 - c. the way the aquarium displayed the sharks

Part 2—Longer conversations

In this section you will hear longer conversations.

Before listening to each conversation, you will read 3 to 5 questions.

Listen to each conversation and answer the questions that appear in your test booklet.

Job interview

9. Who are the two people who are talking?
 - a. a brother and sister
 - b. two friends
 - c. a boss and a potential employee
10. Why is the girl nervous?
 - a. She has her first job interview.
 - b. She has to ask the boy a favor.
 - c. She will have to talk in front of her class.
11. The boy suggests giving a compliment about _____.
 - a. the person giving the interview
 - b. the place you want to work
 - c. a teacher that helped you
12. What does the boy say will be a great experience for her?
 - a. a practice interview
 - b. her first job
 - c. practicing with him

A new game

13. How does the man feel about playing online games?
 - a. He thinks they are too expensive.
 - b. He thinks they are too childish.
 - c. He thinks they are too complicated.
14. Why does the woman enjoy online games?
 - a. She likes solving complex problems.
 - b. She likes the fast pace.
 - c. She likes the sense of cooperation.
15. Who created the game they are discussing?
 - a. a friend
 - b. a stranger
 - c. a company

Halftime discussion

16. What does the girl complain about?
 - a. the behavior of an opponent
 - b. being ignored by the officials
 - c. an unfair penalty
17. What does the coach mean when he tells the girl to “be the bigger person”?
 - a. She needs to train and work out more.
 - b. She’ll do better at the game when she’s older.
 - c. She should behave responsibly all the time.
18. Why does the girl apologize?
 - a. She pushed someone down.
 - b. She stepped on another player’s foot.
 - c. She did not work hard during the first half.
19. What is the girl surprised about?
 - a. Her coach saw her push the other player.
 - b. Her teammates look up to her.
 - c. Her coach was disappointed with her.
20. How does the girl feel after the coach’s talk?
 - a. prepared to continue the game
 - b. excited for their next game
 - c. encouraged to try a new move

Part 3—Extended discourse

In this section you will hear an extended monologue and an extended dialogue.

Before listening to each passage, you will read questions.

You will listen to the passage twice, and then you will answer a series of questions that appear in your test booklet.

Animal adaptations

21. Which word is the closest to the meaning of 'trait'?
- condition
 - characteristic
 - appearance
22. According to the teacher, what do the most important adaptations help animals do?
- hide from predators
 - give birth to offspring
 - locate food sources
23. Why does the teacher mention seals' blubber, flippers, and claws?
- They are different from owls' adaptations.
 - They enable seals to survive in their environment.
 - They help the seals to find food.
24. Why does the teacher mention mice and rats?
- to give an example of an owl's prey
 - to name other animals with the same adaptation
 - to describe animals in a shared environment
25. How is the owl's skull beneficial?
- It allows owls to see an area more easily.
 - It helps owls consume large prey.
 - It increases the distance an owl can see.
26. What is the main function of the nictitating membrane?
- to improve distance and night vision
 - to increase blood flow to the eyes
 - to prevent damage to the eyes
27. What do adaptations do?
- help animals overcome obstacles in their environment
 - make animals and species different from each other
 - support animals that change environments often
28. All of the adaptations discussed by the teacher are ____.
- learned
 - behavioral
 - physical
29. Which topic could a student write about for their assignment?
- monkeys' arms and tails
 - reproduction in plants and animals
 - wings in birds and insects
30. What was the main focus of the lesson?
- to explain how environments change the type of adaptation needed
 - to compare adaptations shared by two different species
 - to describe how adaptations improve as animals reach adulthood

Summer writing program

31. Why does the boy apologize to the woman?
- He forgot to sign up for a meeting.
 - He did not make an appointment.
 - He is late for his meeting with her.
32. How does the boy feel at the beginning of the conversation?
- apprehensive
 - sympathetic
 - optimistic
33. How did the boy learn about the summer writing program?
- from his teacher
 - from his parents
 - from his friends
34. Which type of writing does the woman suggest to the boy?
- graphic novels
 - nonfiction
 - screenwriting
35. Why does the woman mention 'specializing'?
- to describe what only some students can do in the program
 - to help the boy understand how to get the best instruction
 - to explain an opportunity to learn about one topic in depth
36. In the future, what does the boy want to pursue a career in?
- film
 - publishing
 - creative writing
37. Which group does the woman recommend to the boy?
- graphic novels
 - screenwriting
 - short stories
38. What does the teacher mean by saying that participants can 'branch out'?
- They can explore new activities or work.
 - They can improve their current work.
 - They can learn skills that build on personal strengths.
39. What will the boy do next?
- tell his friends about the program
 - thank his teacher for the recommendation
 - ask his parents to help him with the application
40. How does the boy feel at the end of the conversation?
- overwhelmed
 - bored
 - enthusiastic

This is the end of the listening test. Do not turn the page until you are told to do so.

Grammar you can use!

MSU-CELP Test of English Grammar

Instructions


- This grammar test has 40 questions.
- You have 25 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.

 Do not turn the page
until you are told to do so.

41. I think the workers are trying to _____ all lanes of the road.
a. widening
b. wider
c. widen
d. widest
42. How long did it take you to figure out how to _____ the maze?
a. get by
b. get out
c. get through
d. get over
43. Laura was discouraged by her performance in the last tennis match. _____, she will keep trying to pursue her goal of winning a tournament.
a. Nevertheless
b. Moreover
c. Likewise
d. Furthermore
44. Martin got a flat tire while riding his bike. _____, he could not finish the race.
a. Subsequently
b. Conversely
c. Consequently
d. Incidentally
45. "My flowers _____ about 10 centimeters in the last month." "Well, that's 5 centimeters more than mine grew!"
a. should have grown
b. have only grown
c. can only grow
d. will only grow
46. Jenny really _____ her older sister, Becky, because she is six years older and has a steady job.
a. looks up at
b. looks for
c. looks in to
d. looks up to
47. The soccer team was running together during practice, but a few players _____ the group.
a. fell behind
b. falls behind
c. falling behind
d. are falling behind
48. "Did the professor say it's okay to just _____ her office hours?" "No, she prefers that you make an appointment."
a. drop in during
b. drop out on
c. drop off during
d. drop around for
49. The program _____ to work on my laptop. Do you have any suggestions?
a. shouldn't appear
b. can't appear
c. won't appear
d. doesn't appear
50. "I _____ to avoid this room. It's undergoing some renovations."
a. must ask you
b. might ask you
c. will ask you
d. would ask you
51. "Good morning, I _____ about the special Van Gogh exhibit." "One moment."
a. am calling
b. will call
c. have called
d. called
52. _____ that meeting, I'm surprised everyone went back to work. I expected some people to leave the office.
a. Followed
b. It follows
c. Follow to
d. Following
53. That medication _____ effective yet.
a. was not provable
b. would not be proved
c. has not been proven
d. is not proof
54. Oh, _____ of the time my family surprised me with a new bike!
a. that reminded
b. that reminds me
c. which reminded
d. which reminds me

55. _____ my amazement, I won the photography contest the first year I entered.
- To
 - With
 - By
 - Through
56. _____, I do not wish to spend my vacation camping.
- Despite my appreciation for nature
 - Besides appreciating nature
 - Rather than liking nature so much
 - Except for nature appreciation
57. My suitcase was too heavy for the plane's weight limit, but I _____ and am ready to go.
- will repack it
 - have to repack it
 - have repacked it
 - will have repacked it
58. I think that starting the class project early _____ a good idea.
- would be
 - should be
 - had been
 - it was
59. Kelsey wasn't really sick—she was just _____ because she didn't want to come.
- making an excuse up
 - excusing the make up
 - making up excusing
 - making up an excuse
60. Not only _____ my car every week, he wants me to pay for all of the gas.
- does he borrow
 - he borrows
 - he is borrowing
 - he borrowed
61. James saved his money for six long months for the new game system _____.
- he so wanted desperately
 - he so desperately wanted
 - he was desperately so wanting
 - so he desperately wanted it
62. If Mrs. Bowers _____ the terrible cafeteria food with her students, she probably would not have taken the teaching job.
- never she had eaten
 - was never eaten
 - had to had eaten
 - had had to eat
63. Jake is usually so honest—I don't think he would _____ the wrong information.
- know to give you
 - give you to know
 - knowingly give you
 - give to you knowingly
64. The chef couldn't decide which new dish option _____, so he put all three on the menu.
- customers that prefer
 - preferred by customers
 - might customers prefer
 - customers might prefer
65. There was an issue with the plumbing in our new house, but I _____ it now.
- fixed
 - could fix
 - have fixed
 - will have fixed
66. Mark had ten dollars, _____ he used at the store.
- five of which
 - five of that
 - in which five
 - of those five
67. Rebekah had to wait for her dad's meeting to end _____ from dance class.
- to be picked up
 - in order to pick up
 - she was picked up
 - for her being picked up
68. A long time had passed _____ came to visit her.
- finally her cousin
 - by her cousin finally
 - before her cousin finally
 - between her cousin finally

69. _____ is beneficial to children's development.
- To learn playing an instrument
 - To play to learn an instrument
 - Playing to learn an instrument
 - Learning to play an instrument
70. Mark is _____ a new car soon, hopefully before classes start in the fall.
- looking to buy
 - looking for buy
 - looking to buying
 - looking and buying
71. I am shocked that Tracy was not at the boss's birthday party. _____ she could have called to say she was unable to make it.
- It was at least
 - At the very least
 - The least was that
 - So that the least
72. The rare bird _____ overhead when Jake spotted it.
- had been flying
 - is flying
 - flown
 - was flown
73. When Nancy received the shoes that she had purchased online, she saw that the color was not as bright as _____ in the website's pictures.
- seems to be
 - what seemed to be
 - that seems to be
 - it seemed to be
74. Not finding the book he wanted at the library _____, but he did find another good option.
- was disappointed
 - was disappointing
 - will be disappointing
 - does disappoint
75. I had thought my brother just wanted a ride to work. _____, he was hoping to keep the car all weekend!
- Apparently
 - Regardless
 - Furthermore
 - Otherwise
76. Creative thinking focuses on novelty and _____ tasks requiring us to generate multiple solutions for a problem.
- measured by
 - is measuring
 - measures by
 - is measured by
77. When newly-certified teachers do not find jobs _____ a year, they may become discouraged and leave the profession permanently.
- during
 - within
 - before
 - throughout
78. I love my country, _____ I mean I am indebted to all the people throughout its history who have fought to make things right.
- by which
 - to which
 - about which
 - on which
79. Professional soccer player Tom Tanker, who is hoping to make the Philadelphia team, _____ the growing pains he went through with his previous club.
- hopes learning from
 - hopes learning with
 - hopes to learn from
 - hoping to learn with
80. The question was not whether he had lied, but rather _____ he had done so.
- to what degree
 - to some degree
 - the degree of which
 - the degree of

You have now finished the grammar test. Please wait for further instructions.


Read about it!

MSU-CELP Test of English Reading Ability

Instructions

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.

 Do not turn the page
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Reading Passage 1

The following article about the history of the fork comes from a cooking magazine. Read the article carefully and answer the questions that follow.

History of the fork

Eating is something we do every day, whether it's a snack on the go or a formal meal with family. Have you ever stopped to think about *how* you eat? Today, eating in certain countries can mean using a fork, knife, and spoon, chopsticks and a spoon, or simply your hands. While regional variations still exist, one thing's for sure—utensils are here to stay.

Knives date back more than two million years. Similarly, spoons have existed since Paleolithic times. Forks, on the other hand, are a relatively more recent addition to humans' set of tools.

Before forks were commonplace in the West, people used their hands, or a piece of bread, to convey food to their mouths. Initially, the fork was used **exclusively** for cooking, pulling hot food out of pots, and while cutting meats and other foods. These early forks, used by people in ancient Egypt, Greece, and Rome, had long handles so that users could keep their hands at a safe distance from a boiling pot or fire.

The first historical reference to forks being used for eating comes from the Middle East and the Byzantine Empire around the 7th century. At this time, only the nobility would have had access to such an innovation. Oftentimes, forks were used to keep users' hands clean. Three centuries later, forks had spread and were increasingly used by wealthy families in these areas. Familiarity with the fork spread across different regions as a result of marriages and traveling. Women from societies who used forks were said to have arrived in foreign countries to marry, bringing forks with them. During this time, some men believed that forks were too dainty and feminine, preferring their hands to the fork. Although not always well-received, forks continued to gain **traction**. By the 1700s, forks were being commonly used in Europe, but it wasn't until the following century that forks took hold in the United States.

As forks gained in popularity and secured their place in dining, their shape changed. Not only was the handle shortened, but the number of tines (the thin, pointed part of the fork) increased. Early forks had only two tines, but nowadays, three or four are common. In addition to more tines, the fork design shifted from a straight piece of metal to the slightly curved version we use today. The improved shape allowed food to be punctured as well as scooped.

Today, as the fork remains a standard in Western dining, an assortment of styles is available, each with a different purpose. Generally, typical households will have one or two types of forks, varying by size. However, restaurants may have seven or more types of this utensil. Salad forks are self-explanatory, and are often shorter than table forks, which are used for main dishes. A seafood fork is often quite small and bears two or three tines. The dessert fork looks like the salad fork, but is slightly smaller and narrower throughout. You may have to go to a fancy restaurant to have access to all of the forks on the market, but you can still appreciate the basic fork at home any time you want. Who knows what they'll come up with next? Maybe one day we'll see the invention of a special fork, just for breakfast!

81. What is the main purpose of the first paragraph?
- to explain how to eat certain meals
 - to remind readers how food may be consumed
 - to identify when people often eat
 - to show how food can vary regionally
82. Which of the following is closest in meaning to **exclusively** in the third paragraph?
- usually
 - mostly
 - specifically
 - only
83. Who were the first group of people to use forks for eating?
- servants who worked as chefs
 - individuals with high social class
 - women who traveled extensively
 - servants of wealthy people
84. Why are women credited with popularizing the fork?
- They valued its connection to cleanliness.
 - As females, they were expected to use forks.
 - They were sharing their cultural practices.
 - They refined the way people ate meals.
85. Which of the following is closest in meaning to **traction** in the fourth paragraph?
- acceptance
 - grip
 - importance
 - usefulness
86. How were early eating forks designed?
- straight, with four tines
 - curved, with two tines
 - straight, with two tines
 - curved, with four tines
87. Why was the shape of forks altered?
- to enhance their performance
 - to be more attractive
 - to suit the materials used
 - to make them more affordable
88. How does the author describe the forks of today?
- They are similar to forks of ancient times.
 - They continue to improve.
 - They are superior to spoons and knives.
 - They vary in size and purpose.
89. Why does the author make a joke about breakfast forks?
- to emphasize the many options currently available
 - to identify something he wishes he had
 - to describe a purpose inventors haven't considered
 - to tell readers how difficult it is to find this type of fork
90. What is the main purpose of this article?
- to explain how forks became widespread
 - to identify the first users of forks
 - to investigate how humans created utensils
 - to suggest that utensils could be improved

Reading Passage 2

The following article was published in the human interest section of your local paper. Read the passage carefully and answer the questions that follow.

Saving the Chickasaw language

The Native American tribe known as the Chickasaw live in the southern part of the United States. Their ancestors had lived there for hundreds if not thousands of years before the United States was formed, and tribe members today live on what's called a reservation—a tract of land set aside for them by the government. Their language is also called Chickasaw, and just three years ago, there were only 100 people still alive across the globe who spoke Chickasaw fluently.

All languages go through a natural evolution with use. Some grow, all gain and lose individual words, and some decrease in usage so drastically that they disappear altogether. Anthropological linguists tell us that this is normal, but the concern is that today's languages are disappearing at an alarming rate never before seen in recorded history. Chickasaw is dangerously close to becoming one of them.

Joshua Hinson is Chickasaw, but he grew up speaking English. As a child, he knew a handful of Chickasaw words, but certainly not enough to string together a sentence. When he became a father, he thought about how to teach his son about their culture, and he realized how difficult it would be to do without the language. He was saddened to discover that of 62,000 Chickasaw people, the few that could speak the language fluently were all over the age of 60. Soon, he knew, these speakers would be gone, and with them, a certain understanding of their culture. He set out to make a change.

As Hinson studied the language, he could not help but think that his learning the language in isolation was insufficient. As a result, he moved to Oklahoma, where the Chickasaw reservation was. He then sought and earned the tribe's approval for him to start an official program to encourage the younger generation to learn their native tongue. In order to **revitalize** the language for the long run, he knew that he would need to get the young people on board. When a language is not used in the home, he says, it becomes an extracurricular activity,

competing with baseball, football, and soccer. Learning the language, then, had to be fun, and learning it had to be something kids wanted to do too.

Sadly, some linguists predict that as many as half of the world's 6000 languages will be gone by the year 2100. Today's reliance on the internet and the ability to travel around the world has led to people valuing certain more widespread languages, resulting in the fading of less-commonly spoken languages. However, rather than blame technology for the language loss, Hinson chose to embrace it. He started websites and social media pages in the Chickasaw language, both to make it cool and to give Chickasaw youth a natural place to use the new language they would be acquiring. He also made new apps for smartphones that would teach vocabulary to language learners, in both written form and audio recordings by native Chickasaw speakers.

But would it be enough to make a difference? Social media pages involving the Chickasaw language have tens of thousands of followers, so at the very least, interest is growing. Other tribes have **caught on** to the idea of saving their language and are working to make their languages accessible in the same ways in hopes of keeping them alive. The latest statistics on Chickasaw speakers don't yet show an uptick, but Hinson hopes that as the young people enrolled in his program grow up, they will teach their children, and that the language, and by extension the culture, will once again thrive.

91. Why is learning Chickasaw so important to Joshua Hinson?
- His son wants to speak it.
 - He knew how to speak it when he was younger.
 - No one in his tribe can speak it anymore.
 - He believes it will help teach his culture.
92. How does the writer describe the native speakers of Chickasaw?
- They grew up on the reservation.
 - They are from an older generation.
 - They were inaccessible to Joshua Hinson.
 - They did not understand English.
93. Why was the Chickasaw language at risk for disappearing?
- It was not being learned by young people.
 - It was a very old language.
 - It was not being used online.
 - It was only spoken on a reservation.
94. In what way did the tribal leaders support Joshua Hinson?
- They helped him learn the Chickasaw language.
 - They taught him certain aspects of their culture.
 - They approved a language program for the tribe.
 - They encouraged him to move to the reservation in Oklahoma.
95. Which of the following is closest in meaning to **revitalize** in the fourth paragraph?
- reuse
 - review
 - rework
 - restore
96. How does the article compare learning a language with sports?
- Sports and language both require regular practice.
 - Learning a language has to be as fun as sports.
 - Language and sports both take a long time to master.
 - Some people are especially good at learning languages or sports.
97. According to the article, what effect does world travel have on languages?
- A person is more likely to speak multiple languages.
 - A traveler can stay in contact with people in many languages.
 - People value common languages over less common ones.
 - Young people acquire new languages more easily.
98. What is Joshua Hinson's opinion of technology?
- He blames it for language loss.
 - He relies on it to learn how to pronounce words.
 - He says that it will someday become obsolete.
 - He believes it will help grow the language.
99. Which of the following is closest in meaning to **caught on** in the sixth paragraph?
- gained popularity
 - become interested
 - faced obstacles
 - felt uncertain
100. What is the main idea of this passage?
- Some languages are seeing a natural comeback.
 - All languages evolve over time.
 - Some languages will soon disappear.
 - People are working to restore a language.

Reading Passage 3

The following article appeared in a gaming magazine. Read the passage carefully, and answer the questions that follow.

Playing cards

Playing cards: They are a common and familiar sight. They are small, portable, and easy for companies to print. You probably have at least half a dozen decks in your house right now. I know I do. We use them in countless card games today, but how did we get to that point? Where did they originate? I have spent time researching in libraries and interviewing specialists at museums, so let's dive into some history and I will share what I have learned.

The exact origins of playing cards are unknown, and no company holds the rights to the traditional 52-card deck. This means that anyone can print a deck, in any form they like. One couple even put their own picture on the backs of cards and handed out decks as party favors for their wedding—what a great idea!

We don't know for sure where playing cards first showed up, but they do predate even such long-ago inventions as the compass and the printing press. The first recorded mention of playing cards comes from 9th century China. One Chinese text from that time referred to a game favored by the nation's princess as using "leaves"—possibly actual leaves, but more likely pages removed from a book about a board game. The rules of this game have been **lost to history**, but it served its noble purpose of laying a foundation for the playing cards we use today. Chinese museums have wooden blocks from the 13th century that worked like stamps as a way of printing cards rather than drawing them individually. There are also texts dating from the 11th century that refer to cards having been printed in the same way in the 9th century. If that were the case, they would have been printed **concurrently with** the first hand-printed books.

Later references to playing cards in China date back to the 14th and 15th centuries. These cards were based on money and were presumably used in betting games. As it was dangerous to play games with actual money for fear of losing it or having it stolen, players began drawing their own paper cards with different numbers and pictures **in lieu of** currency. Here we see what most historians say is the first use of suits of cards—an earlier version of the four pictorial divisions (i.e., clubs, hearts, spades, and diamonds) we have today. The Chinese cards from the 14th and 15th centuries used images of individual coins, groups of coins, strings of coins, and giant piles of coins, called myriads, to create four distinct groups of cards.

Over time, the idea of playing cards spread across the Asian continent and then into Turkey. Looking at the historical examples, we see that early cards took one line of evolution in China, eventually ending up as 144 mahjong tiles, but took a different line in Turkey, turning into our 52-card deck. Nearly 1000 years later, the two are hardly recognizable as having had the same starting point. It was the latter that really gave us a concept of what is closer to our modern card suits. Turkey used cups, coins, swords, and sticks to differentiate groups of cards, and unlike the Chinese suits, the Turkish people did not base these on actual monetary value. As playing card popularity traveled to southern Europe in the 14th century, these suits changed again and again as each country put its own spin on them. Today, German, Swiss, French, Italian, and Spanish cards are similar but each have their own sets of suits. The cards used in the U.S. are actually the French version.

Learning about the background of the cards I hold in my hand nearly every day was certainly an interesting journey. It is fascinating to know they have had such a long global history. And in fact, many of my favorite games aren't so different from the ones people enjoyed in generations past. I am excited to know there is a whole world of other types of card decks out there too, with new games to learn to play. Happy playing!

101. Why did one couple print their own playing cards?
- They invented a new game.
 - They gave them as gifts.
 - They obtained a special copyright.
 - They made them as advertisements.
102. Why does the author say that rules of a game were **lost to history** in the third paragraph?
- Nobody knows the rules of this early game anymore.
 - There are copies, but not originals, of the rules in history books.
 - They are locked away in a museum of history.
 - The rules have changed so much they are not recognizable.
103. What is most likely true about the first printed playing cards?
- They were inspired by nature.
 - They were printed during the 9th century.
 - They were invented by royalty.
 - They were included within the first printed books.
104. Which of the following is closest in meaning to **concurrently with** in the third paragraph?
- as a part of
 - as a replacement for
 - at the same time as
 - in the same way as
105. What do we know for sure about the princess mentioned in the third paragraph?
- She invented the first board game.
 - She played with the first cards made on the printing press.
 - She used the first ever playing cards.
 - She enjoyed an old game that isn't played anymore.
106. Which of the following is closest in meaning to **in lieu of** in the fourth paragraph?
- in place of
 - in addition to
 - in preference of
 - in case of
107. Why did some people start making their own playing cards in China?
- Their own cards gave them an advantage in playing games.
 - They wanted to pick their own suit images.
 - It was safer to use their own cards than real money.
 - Making cards was a popular hobby at the time.
108. What was one difference between the Chinese and Turkish suits?
- The Chinese suits used pictures of common items.
 - The Chinese suits were based on the value of money.
 - The Chinese suits were adopted by southern Europe.
 - The Chinese suits evolved from the Turkish suits.
109. What information about the author can we assume from this article?
- He prefers old-fashioned games.
 - He is a trained historian.
 - He runs a gaming magazine.
 - He is new to the world of playing cards.
110. Which of the following would make a good title for this magazine article?
- The playing card in Chinese culture and history
 - The role of the playing card in economic trade
 - The player's guide to card games
 - The global evolution of the playing card

Reading Passage 4

The following article about screen time appeared in a magazine for parents. Read the passage carefully and answer the questions that follow.

Screen time for children

by Deborah Fisher

Recently, discussions about screen time, or the amount of time children spend using electronic devices such as tablets, cell phones, televisions, and computers, have been seen in headlines of most major newspapers. If you have not had the time to read all of the articles out there, take a few minutes to read this one. Many articles cite similar sources but come to different conclusions. This article will give you an overview of the facts and let you make your own decision. We will discuss screen time for children from birth to age five because this is the **critical** time for children's brains to develop and for children to learn healthy habits.

First, let's review some problematic behaviors associated with screen time. Some parents fail to limit the amount of time children spend using devices and do not regulate the content they view. Children may demand the devices and become upset when they cannot use them. Parents may give in to children as a way to calm them. Parents may be too busy or unaware of how to control the content available to children on devices. Additionally, some parents may believe that children who do not use devices when they are young will not learn how to use technology and fall behind their peers.

From research, we know that overexposure to screen time can impact a child's weight, sleep, and social abilities. Children who spend a lot of time using screens generally don't exercise often. Also, the stimulation provided by screens within an hour of bedtime can **counteract** children's natural instinct to fall asleep at a certain time. In one study, students who avoided media and devices for five days were much better at understanding people's facial expressions and emotions. This is an important life skill, as daily communication is based on spoken words and physical movements, like facial expressions. All children need face-to-face time as they are developing crucial interactive skills.

A spokesperson from the Childhood Research Center, a well-respected organization, has announced new recommendations for screen time and media content. The organization recommends that children younger than 18 months should not have any screen time. Children older than two and younger than five should not exceed 60 minutes of screen time each day. The Childhood Research Center also provides suggestions for the type of content that children should see. They endorse educational programming and applications for children.

Since rapid advancements in technology have occurred, devices are more readily available and are becoming less expensive. With more devices now present in more homes, children nowadays are exposed to more media. As this is a recent change, the long-term effects of exposure to screen time in children have yet to be seen. And for those parents worried that their children might fall behind in understanding technology, researchers confirm that devices are intuitive and children will catch up.

Educational organizations and researchers hope that parents understand the potentially negative effects of too much screen time. They suggest that parents create times and places, such as meal times and bedrooms, which are "screen free." These rules should be determined as a family, so that parents and children are both involved. Also, research suggests that parents and children can share media time together, so parents can support children's learning of educational content. If the screen time limit has been met for the day, children should engage in other healthy activities, such as playing and exercising.

Most importantly, keep in mind that parents' habits can influence habits of their children. So get out there and show your children how to be healthy!

111. Why is the author writing this article?
- She thinks children need to learn how to use technology.
 - She wants to inform parents about research on screen time.
 - She has experience developing learning software for children.
 - She has experience coaching parents on behavior issues.
112. Which of the following is closest in meaning to **critical** in the first paragraph?
- innocent
 - dangerous
 - essential
 - beginning
113. According to the article, what do some parents fail to monitor?
- the types of devices children use
 - the media children access online
 - children's online behavior
 - their own use of screen time
114. What effect has been linked to extensive screen time?
- less physical activity
 - eating more sugary foods
 - sleeping longer hours
 - more interest in learning
115. Which of the following is closest in meaning to **counteract** in the third paragraph?
- adapt
 - suspend
 - support
 - interfere with
116. Which skill may be poorly developed if children have too much screen time?
- finding educational materials
 - interacting with others
 - learning about technology
 - establishing healthy habits
117. What is the recommended amount of screen time per day for a three-year-old child?
- 0 hours
 - 1 hour
 - 2 hours
 - 5 hours
118. Which program would be approved by the Childhood Research Center?
- a smart phone application that takes silly pictures
 - a website that lets kids play games
 - a TV program that teaches about addition and subtraction
 - a tablet application that finds new cartoon episodes
119. What does the article suggest to help parents control screen time?
- discourage children from taking digital devices to school
 - only allow one device for children's use in the household
 - encourage children to only use screens when they need to
 - set a time each day when all screens must be turned off
120. What is the main idea of this article?
- Parents often have difficulty managing their children's screen time.
 - Parents often disagree with their children about screen time.
 - Parents should enforce strict limits on children's screen time.
 - Parents should be mindful of their children's screen time.

**This is the end of the test.
You are not allowed to work
on previous sections. Please
wait for further instructions.**

