

# **MSU-CELP**

## **Practice Test #3 for the Certificate of English Language Proficiency**

**English Language Center**



**Michigan State University**



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**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!

(BOTH TOPICS TAKEN FROM ACTUAL CELP ADMINISTRATION, FALL 2012)

## MSU-CELP 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. Consider the differences between growing up in a big family and growing up in a family with only one or two children. Identify advantages and disadvantages children might have in each case, and then argue which of the two family types (big or small) is ultimately better for the lives of the children. Be sure to support your opinion with reasons, examples, and explanations.

**OR**

2. Imagine that you are a teacher. One of your students has turned in a writing assignment that has obviously been copied directly from the Internet. How would you respond to this student? What actions would you take? Be sure to support your opinion with reasons, examples, and explanations.



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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, 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 write in the 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:

#### Walking across campus

Where does Mary want to go?

- a. to the library
- b. to her house
- c. to a class

#### On the sidewalk

1. What advice does the woman give the man?
  - a. continue heading north
  - b. run there to be on time
  - c. take a subway

#### A conversation in the elevator

2. What does the woman say about the class she took?
  - a. It will help with her new job goals.
  - b. It would have benefited her in her old job.
  - c. It was not what she expected.

#### Finding a babysitter

3. Why can the father NOT watch the children today?
  - a. The daycare is full today.
  - b. He cannot take time off to stay with them.
  - c. He has been called in to work overtime.

#### At the office

4. What are the man and woman disagreeing about?
  - a. the temperature of the room
  - b. the weather outside
  - c. appropriate dress for the office

#### In the lunch room

5. What best describes the man's attitude towards the woman's lunch?
  - a. suspicious
  - b. envious
  - c. excited

#### Sharing news

6. What surprised the woman?
  - a. The company did what they said.
  - b. Her interview went well.
  - c. She got the first job she interviewed for.

**At a restaurant**

7. What is the problem with the coupon?
  - a. It has already expired.
  - b. It is for another restaurant.
  - c. It is for a different day.

**A professor's office hours**

8. What is the student's problem?
  - a. the length of the assignment
  - b. the due date for the assignment
  - c. the complexity of the assignment

**Part 2: Longer Conversations**

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

**Buying a car**

9. What does Anne tell George about buying a car?
  - a. She likes shopping for cars, so she has not made a decision yet.
  - b. She will repair her current car if she can afford to.
  - c. She wants to buy one before her current car has trouble.
10. Why did George buy a car recently?
  - a. The dealership had a sale on new cars.
  - b. His previous car needed expensive repairs.
  - c. His brother suggested he buy a new car.
11. Why is Anne having trouble buying a car?
  - a. She cannot decide between new or used.
  - b. She is worried about repair costs over time.
  - c. She is not sure she can afford a new car.
12. What advice does the author of the book make?
  - a. choose a car that will last a long time
  - b. ask about discounts on used cars
  - c. do not make a rushed decision about cars

**An injured ankle**

13. Why does the doctor NOT think the woman hurt her foot while sleeping?
  - a. People do not normally move enough in their sleep to cause any injuries.
  - b. The injury is too severe to have occurred while sleeping.
  - c. The pain of the injury would make sleep impossible.
14. How does the doctor suspect the injury happened?
  - a. The woman exercised for too long.
  - b. The woman gradually injured herself while running.
  - c. The woman did not stretch properly before exercising.

15. What treatment will the doctor prescribe?

- a. crutches and a cast
- b. an ankle brace and ice
- c. no walking for two weeks

**A great find**

16. What is similar about the woman and her brother?

- a. Both are fans of Jean-Michel Folon.
- b. Both were uninterested in sorting old things.
- c. Both found something they wanted to keep.

17. How were Folon's graphics received in New York?

- a. They were published immediately.
- b. The enthusiasm for his work grew slowly.
- c. They were always more appreciated in Paris.

18. How does the woman describe Folon's style?

- a. interpretations of famous works
- b. characterized by complicated curves
- c. famous for their uncomplicated forms

19. How did the poster come into the family's possession?

- a. The woman's uncle had it stored in his apartment.
- b. The woman's parents purchased it in New York.
- c. The woman's uncle found the poster by accident.

**Health concerns**

20. What does the woman imply about her husband?

- a. He has sleeping difficulties.
- b. He is addicted to his work.
- c. He is in poor health.

21. Which of the following does the man think might be causing his problem?

- a. stress
- b. coffee
- c. chocolate

22. What does the woman suggest?

- a. a sleep therapist
- b. a change in lifestyle
- c. a relaxation method



### Part 3: Extended Discourse

*In this section you will hear an extended monologue and an extended dialogue. Before listening to the 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.*

#### Urban farming

23. What is the professor's philosophy about learning?
  - a. People should learn throughout their lives.
  - b. People need well-trained teachers to learn.
  - c. Learning requires a lot of resources.
24. As an anthropologist, what are the professor's research interests?
  - a. how diet affects urban living
  - b. how communities grow and change
  - c. how education impacts anthropology
25. What is a food desert?
  - a. a section of a city
  - b. a very dry place
  - c. a type of garden
26. Why can it be difficult for people in inner cities to get healthy food?
  - a. Most grocery stores are difficult to access.
  - b. There is a lack of education about healthy eating.
  - c. Junk food is typically cheaper than healthy food.
27. How did the professor find the land for the community garden?
  - a. It was donated by a wealthy volunteer.
  - b. It was temporarily loaned by a city government.
  - c. It was purchased by a group of community members.
28. What did the professor and the volunteers hire experts to do?
  - a. negotiate legal rights for the garden area
  - b. maintain the gardens in the city
  - c. teach local residents about growing crops
29. What is one reason the professor considers the urban garden a success?
  - a. It brought families together.
  - b. It generated money for the city.
  - c. It improved the value of land in the area.
30. What is the professor's main conclusion about community gardens?
  - a. Important changes can be made with a minimum of resources.
  - b. Expertise is necessary to bring about long-term change.
  - c. Nutritional health is possible for all people.

**Paying for education**

31. Why does the father want his son to start a PhD program as soon as possible?
  - a. He wants his son to find a job quickly.
  - b. He expects PhD programs to pay for his son's tuition.
  - c. He thinks his son will prefer it to undergraduate study.
32. What options will Michael have in choosing a graduate school?
  - a. He could get free housing.
  - b. One university might help him find a job.
  - c. He could work for a year to save money and then go to school.
33. What would the father prefer to have Mike do in graduate school?
  - a. get a job while studying to help support himself
  - b. get into a PhD program and get a job to support himself
  - c. get through the graduate program quickly to get into a PhD program
34. How does the wife describe their days in graduate school?
  - a. They had a nice apartment and plenty of food.
  - b. They did not have much money, but they were happy.
  - c. They had to work very hard and felt very uncomfortable.
35. Why was Michael's undergraduate tuition lower than Laura's?
  - a. Michael graduated more quickly than Laura will.
  - b. Michael attended a public university.
  - c. Laura will not be able to work while in school.
36. What does the father mean when he says he wishes Laura would "choose a more marketable major?"
  - a. He wants his daughter to be able to get a good job after college graduation.
  - b. He believes an anthropologist should also have a good background in business.
  - c. He is worried that tuition levels at Dartmouth may fluctuate with market prices.
37. What best describes the couple's philosophy toward raising their children?
  - a. If we can afford it, nothing is too good for our children.
  - b. Parents' role is to support and love their children, but not to choose their children's career paths.
  - c. Parents should do all they can to make sure their children choose a career in which they will succeed.
38. What did the father find surprising?
  - a. His own father eventually approved of his choice of major.
  - b. He ended up enjoying chemistry as a profession.
  - c. His children are not interested in his field.
39. Why did Jim not want to become a doctor?
  - a. Jim wanted to be a chemist like his father.
  - b. Jim felt ill at ease around sick or injured people.
  - c. Jim believed his wife would be a better doctor than he would.
40. Why does Laura's mother believe Laura might be interested in medicine?
  - a. She saw Laura talking to her grandfather at Christmas.
  - b. Her father is a doctor.
  - c. Laura has voiced interest in fighting illnesses in impoverished nations.



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

## MSU-CELP 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. I wish I \_\_\_\_\_ to Barbara's party as well.
  - a. had been inviting
  - b. had been invited
  - c. was inviting
  - d. am invited
42. \_\_\_\_\_ to my advice, he would be class president now.
  - a. Paul had listened
  - b. Had Paul listened
  - c. If Paul listens
  - d. Unless Paul listened
43. I'd rather \_\_\_\_\_ in this weather.
  - a. didn't drive
  - b. not to drive
  - c. not driving
  - d. not drive
44. The boss allowed David \_\_\_\_\_ early this afternoon.
  - a. leave
  - b. leaving
  - c. to leave
  - d. left
45. The doctor informed Pete that \_\_\_\_\_ was needed.
  - a. any further treatment
  - b. treatment no further
  - c. no treatment further
  - d. no further treatment
46. Someone must \_\_\_\_\_ with matches in here.
  - a. playing
  - b. plays
  - c. has played
  - d. have been playing
47. You should take up a hobby instead of wasting your time \_\_\_\_\_ nothing.
  - a. done
  - b. doing
  - c. do
  - d. does
48. Penny is \_\_\_\_\_ four children.
  - a. the older than
  - b. the oldest
  - c. the elder
  - d. the eldest of
49. If I \_\_\_\_\_ in your position, I'd resign.
  - a. being
  - b. had been
  - c. have been
  - d. were
50. By the time we reached the station, the train \_\_\_\_\_.
  - a. would already leave
  - b. has already left
  - c. was going to leave
  - d. had already left
51. I'd rather \_\_\_\_\_ than help Dad in the garden.
  - a. watch TV
  - b. watching TV
  - c. to be watching TV
  - d. watched TV
52. \_\_\_\_\_ how many sacrifices his parents have made for him.
  - a. He knows little that
  - b. Does he know little
  - c. Little does he know
  - d. Little knows he
53. I haven't figured out \_\_\_\_\_.
  - a. how much does it cost
  - b. what is the cost
  - c. how it costs
  - d. how much it costs
54. Eye witnesses say he was the last person \_\_\_\_\_ the store.
  - a. having left
  - b. to leave
  - c. left
  - d. had left
55. \_\_\_\_\_, give me a call.
  - a. Should you need help
  - b. Need your help
  - c. Should you have helped
  - d. If you would need help
56. \_\_\_\_\_ the party was organized at the last moment, it was a great success.
  - a. Despite
  - b. However
  - c. Since
  - d. Although

57. \_\_\_\_\_ my students are making good progress.
- Much of
  - The most of
  - Most of
  - Most
58. Why don't you get a doctor \_\_\_\_\_ at it?
- look
  - to look
  - looks
  - looking
59. It's necessary \_\_\_\_\_ my parents at once.
- me to contact
  - for my contacting
  - that I contact
  - I contacted
60. Jim will like \_\_\_\_\_ you get him for his birthday.
- wherever
  - however
  - whatever
  - whenever
61. In Sarah's opinion, the author's latest novel is not worth \_\_\_\_\_.
- to read
  - reading
  - having read
  - to be read
62. I wouldn't tell Dad unless \_\_\_\_\_ him to get upset.
- you want
  - you wanted
  - you will want
  - you have wanted
63. The teacher gave the students instructions \_\_\_\_\_ clear what had to be done.
- made
  - making
  - makes
  - had made
64. The two boys smiled at \_\_\_\_\_ when they realized that they'd met before.
- another
  - each other
  - one the other
  - the others
65. \_\_\_\_\_ you haven't done your homework, you can't go out to play.
- Due to
  - Since
  - For
  - Yet
66. I'm afraid that most of the students \_\_\_\_\_ with the course material.
- are dissatisfied
  - is dissatisfied
  - have dissatisfied
  - dissatisfied
67. It was my advice \_\_\_\_\_ immediately.
- that Dana had seen him
  - Dana seeing him
  - that Dana see him
  - have Dana see him
68. He hadn't studied at all, \_\_\_\_\_ he managed to do well on the exam.
- so
  - yet
  - for
  - despite
69. Never again \_\_\_\_\_ to a science fiction film!
- have I gone
  - I will go
  - will I go
  - I am going to go
70. I couldn't help \_\_\_\_\_ when I saw what had happened.
- to laugh
  - I laughed
  - laughing
  - laughter
71. I wish \_\_\_\_\_ to Judy's advice.
- I had listened
  - I have listened
  - I'm listening
  - my listening
72. Bob must \_\_\_\_\_ to see the empty apartment since he's not at home.
- go
  - have gone
  - have been gone
  - going

73. I've been invited over for dinner by the couple \_\_\_\_\_ above me.  
 a. lived  
 b. living  
 c. lives  
 d. are living
74. Sue should do well, \_\_\_\_\_ she prepares well enough.  
 a. providing it  
 b. provided that  
 c. to provide  
 d. which provides
75. Dr. Smith recalled that, \_\_\_\_\_, he had considered becoming a singer.  
 a. it's early in his career  
 b. his early career  
 c. earliest career  
 d. early in his career
76. Although \_\_\_\_\_ he appears shy, David is actually a great conversationalist.  
 a. in time  
 b. at times  
 c. at a time  
 d. it's time
77. Michelle had accidentally stayed in the library past closing time without \_\_\_\_\_ realizing it.  
 a. so  
 b. also  
 c. just  
 d. even
78. The director finally resigned after a \_\_\_\_\_ medical absence.  
 a. lengthens  
 b. length  
 c. lengthy  
 d. lengthen
79. John couldn't be back from the airport already, \_\_\_\_\_?  
 a. wasn't he  
 b. can't he  
 c. can he  
 d. could he
80. If \_\_\_\_\_ in Chicago this weekend, be sure to check out the Electronic Arts Festival.  
 a. happens you are  
 b. you're happening  
 c. you happen to be  
 d. what happened to you



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

## MSU-CELP 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 have decided that you want to plant a vegetable garden, and you are doing some research to help you plan it. You find the following discussion on an online gardening forum. Read it carefully and answer the questions that follow.*

## Planning a garden

**GardeningGirl:: Question:** Hi everybody! This is my second year planting a garden. I raised one last year, and it went pretty well. I'm hoping to increase the amount of food we get this year—if I can avoid the produce section all summer and fall, I'll feel like a huge success! My problem is that I'm really cramped as far as room for growing goes. Does anybody have some advice about the best vegetables to grow in a small space?

**BigLarry225:: Response:** Well, there's a couple of questions you should consider. The first one is, "What do you like to eat?" because there's really no reason to plant anything that you aren't going to want. After that, do a bit of research to see what grows best where you live (you don't say in your post) and that should go a long way towards making your decision. **(A)** One vegetable that I can heartily recommend not growing in restricted space is corn. I tried that last year, since my wife and I love it so much. We only had space for four or five plants. What I didn't realize is that corn needs a pretty high number of plants in order to cross-pollinate itself—without at least three or four rows you won't even get any ears. Plus, even if you manage to get some ears to grow, you only get one harvest and then everything is done. We just buy ours from farm stands now.

**MaryWalker:: Response:** BigLarry225's advice about growing corn is very true. Peas and spinach are two other culprits; even though I love them, I just can't give up space in my single **plot** to grow vegetables that produce once and stop. Beans and swiss chard are two great alternatives. They work in a lot of the same recipes, but once they start producing, they'll go all summer. **(B)** Tomatoes are another good plant in that way (but really—what gardener isn't growing tomatoes?). They'll produce until the first frost.

**VeggieFan007:: Response:** All good answers. The one thing I don't see mentioned here is that you should also choose vertically-growing plants. Look for plants that will grow up a trellis or poles. Beans (mentioned above) are great for this. Cucumbers and zucchini are other plants that will climb. You'll get a lot more **bang for your buck** (space-wise) if you pick some of these plants. Also, there are a number of plants—and here I'm assuming that you live in an area with four seasons because you mentioned spring and fall in your post—that will continue to produce into the winter, provided the weather isn't too severe. Brussels sprouts and some leafy greens, like chard will do this, and I've had broccoli grow well into November. **(C)** Lastly, I'd give a piece of advice unrelated to space, but one that took me a long time gardening to realize. When choosing things for your garden, you should also think about what's hard or expensive to get elsewhere. My first few years, I grew a lot of onions, but then I realized that I could buy a ton of onions from the store anytime I wanted, and for pennies. **(D)** Now I just buy my onions and grow leeks instead because they can cost a lot more (when my local market even has them). I grow beans for a different reason: they start to lose flavor as soon as they are picked, so it's really worth it for me to have them right in my back yard—only minutes from stem to table!



81. Which of the following best describes GardeningGirl?
- an innovative gardener
  - an experienced gardener
  - a commercial gardener
  - a novice gardener
82. Why does GardeningGirl's need advice?
- She does not know how to plant a garden.
  - She cannot keep her plants growing.
  - She does not like vegetables from the store.
  - She has limited garden space.
83. Why does BigLarry225 NOT recommend growing corn?
- It is not suited to GardeningGirl's region.
  - He and his wife do not enjoy the taste.
  - It requires many plants to produce food.
  - It is more expensive than farm-grown corn.
84. Which of the following is closest in meaning to **plot** in line 18?
- space
  - plan
  - grid
  - soil
85. What point does MaryWalker focus on?
- the duration of particular plants' production
  - the suitability of particular plants for special recipes
  - techniques for gardening in the summer
  - her own favorite vegetables
86. How does MaryWalker describe tomatoes?
- as an extremely common vegetable
  - as an essential vegetable for any garden
  - as a plant easily damaged by frost
  - as a plant best-suited for experienced gardeners
87. Which of the following is closest in meaning to **bang for your buck** in line 27?
- money for your vegetables
  - land to grow vegetables
  - efficient use of garden space
  - energy spent maintaining your garden
88. How does VeggieFan007 choose plants for his garden?
- by raising crops he can sell for more than the stores charge
  - by growing what he cannot find locally
  - by competing with local stores for the lowest prices
  - by using seeds given to him by local farmers
89. At which point would the following sentence best fit?  
"It's a great way to keep fresh food coming in even after you'd expect a growing season to be over."
- (A)
  - (B)
  - (C)
  - (D)
90. In general, the three respondents \_\_\_\_\_ each other.
- contradict
  - repeat
  - complement
  - misunderstand

## Reading passage 2

*You find an article about wasted food in a magazine, so you stop to read it, and then share it with your friends. Read the article carefully and answer the questions that follow.*

## Food waste

One of the tragedies of modern life is that while people in poorer countries struggle because of food shortages, people in Western countries have too much to eat, eat too much, and throw away enough food to feed all of the world's hungry, every day! (A) Here are some facts.

One recent study shows that Americans throw out about 30% of the food available for consumption every year! Put differently, "...of the 356 billion pounds of edible food in the US about 97 billion pounds was never eaten and thrown away." Another 30 million tons of garbage result from the packaging materials from food that Americans do eat. By comparison, wasted food, the food never eaten, is a much larger problem than food waste, the byproduct of eating, but neither waste is necessary.

This problem is not unique to the US. A similar study found that the British throw away one third and Swedish families discard around 25% of purchased food! Throughout other countries, the pattern repeats. Australia keeps pace with England, wasting more than 33% of bought and prepared food.

Although quantities of partially eaten food, leftovers, and spoiled food are high, they aren't the biggest culprits. While grocery stores discard tons of older food or food packages unattractive because of some kind of damage, restaurants throw out customer leftovers and anything cooked that day that was not served. (B) Recent estimates state the average US restaurant discards 150 kg of food daily.

Luckily, efforts are being made to stop the waste. (C) In New York City, one organization, City Harvest, collects leftover food from 170 restaurants daily. Not customers' leftovers, but dozens of unserved potatoes, pans of lasagna untouched at the end of the day, and bread. Before closing, restaurants freeze excess food, or cover it to protect it before City Harvest takes it to homeless shelters or food banks.

A program in Massachusetts encourages grocers to compost spoiled food for use as farm fertilizer, and San Francisco collects household and restaurant food waste, composting tons of food daily. Such programs are increasing in number, and can eventually greatly reduce the amount of wasted food and food waste. (D)

Major governmental and many organizational efforts are needed to change wasteful habits into conservation that will provide food for the world's hungry. First, a change in attitudes, a desire, and a will to make changes is needed. Many people have the attitude, "I bought it. Who cares whether I eat it or not?" Hopefully, when people become aware of how food is treated and wasted in our communities, their attitudes and habits will change! When thinking about dinner this evening, ask yourself what will happen to the leftovers? Together we can make a difference.

91. Which of the following summarizes the author's introductory characterization of Western countries?
- overfed and over-supplied with food
  - greatest producers of food in the world
  - greatest consumers of food in the world
  - generous with their over-supply of food
92. What does the author say about the amount of food thrown away on a daily basis in the West?
- People in developed countries could survive on that amount every day.
  - It amounts to more than half of the food available globally every day.
  - It would be enough for the hungry people in the world to eat every day.
  - People in developing countries could not eat that much food every day.
93. How many tons of food are lost in the US every year?
- around 25 million
  - around 75 million
  - around 100 billion
  - around 350 billion
94. What is the difference between wasted food and food waste?
- Wasted food can be recycled, while food waste cannot.
  - Wasted food has not been touched, while food waste results from food consumption.
  - Wasted food comes mostly from stores, while food waste comes mostly from restaurants.
  - Wasted food can be shipped overseas, while food waste must be disposed of locally.
95. How do other countries compare to the US in food waste?
- England and Australia waste proportionately the same as the US, while Sweden wastes somewhat less.
  - Sweden and Australia waste less food proportionately than do England and the US.
  - England and Australia waste more food proportionately than do Sweden and the US.
  - Sweden and England waste somewhat less food proportionately than do the US and Australia.
96. According to the passage, what is one reason grocery stores throw out food?
- It has been touched by customers.
  - People dislike the package designs.
  - They need room for more products.
  - The food is too old to sell.
97. Which of the following is closest in meaning to **untouched at the end of the day** in line 22?
- had not been taken out of storage that day
  - were cleaned for use the next day
  - had never been served that day
  - had not been ordered by anyone that day
98. What are programs in Massachusetts and San Francisco doing about food waste?
- composting it to create fertilizer
  - repackaging it to give to emergency shelters
  - insisting restaurants serve smaller portions
  - shipping it to hungry nations
99. What does the author want the readers to do?
- share the article with others
  - think about their daily food habits
  - eat at home more often
  - shop for food more responsibly

100. At which point in the passage would the following sentence best fit?  
“Many people are no longer aware how their food is grown and the work involved or they are too busy to think about their behavior.”
- a. (A)
  - b. (B)
  - c. (C)
  - d. (D)

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## Reading passage 3

You are trying to decide on a movie to see this weekend. Read the review carefully and answer the questions that follow.

***Champions of Chance: Reviewed by Thomas Burnsdale***

*Champions of Chance* is the latest in the string of astronomically-budgeted films to be based on popular comic books. It seems as though every year brings another round of these potential blockbusters as studios try to grab as much of the teenage movie-going dollar as they can. There's no doubt that dollar exists: in my informal count, in the last five years, at least two of the top five highest-grossing films of each year could be considered "comic-based," thanks in no small part to the financial support of the 13-18 year-old crowd. The demand is huge, and doesn't seem to be slowing.

That said, it is difficult for this reviewer to decide how to approach these films. For a **certain segment** of the movie-going public, *Champions* will be on their must-see list. My dilemma lies in what to tell the rest of you. I'll admit to suffering from a bit of comic-movie fatigue. All these radiation-fueled origins, cackling nemeses, and romances complicated by secret identities begin to blur into each other. Is this year's super-strong flying spandex clad hero film better or worse than last year's karate-chopping gadget-wearing hero movie? I'm tempted to throw up my hands and shout—"Well if that's the kind of thing you're into—you're on your own!"

But that's a bit too much of the grumbling cynic, and certainly an invitation to my bosses to find a critic who is willing to review the movies the studios are releasing. So I rolled up my sleeves and did my best. This is what I came away with:

Plot: B+. This was my biggest shock. Having purposely avoided reading any of the comics on which the movie was based, I expected to be completely lost. I wasn't. The plot is intricate and compelling enough that I won't do it a disservice by attempting to condense it into a sentence or two here. I will say that I give credit to the screenwriters for eschewing the standard origins story most of these movies indulge in and jumping right into fully-formed characters and a meaty plot.

Characters: B. Shakespeare it isn't, but the characterizations were quite good. *Champions* stars a team of heroes, rather than a lone vigilante, and I was impressed that I could actually tell the characters apart even when they weren't wearing their differently colored super costumes. The fact that the villain acts the way he does for reasons that go a bit deeper than simply greed, malice, or revenge was also a plus. Some nice work by the actors in the supporting, non-super roles, as well.

Effects: C. The special effects are why these movies exist, right? And *Champions* sure has a lot of them. The problem isn't a lack of explosions and space lasers—rather, I'd argue, there are way too many. There were times when the overabundance of effects made it hard to tell what was going on—effects should enhance the story, not detract from it. Weak stories and weak films need the effects. But *Champions'* tight plot and strong characters could have stood on their own. Then there's the soundtrack. It was way too loud and gave me a headache—old age alert part 2. My nephew apparently loved the whole thing.

So overall, I'm surprising myself by recommending that you go see this movie, if there's not something you'd rather be doing. In the event that it's raining and you have a hyperactive thirteen-year-old who insists he will die if he doesn't see this movie, I'd say you can accompany him and be confident you won't regret the afternoon. But take some earplugs, just in case!

101. How does the author characterize movies based on comic books?
- They are inexpensive to make.
  - They are financially successful.
  - They are declining in teenage audience.
  - They generally get bad reviews.
102. Who is the most likely **certain segment** the author discusses in line 8?
- teenagers
  - superheroes
  - parents
  - directors
103. What best describes the reviewer's attitude towards comic book movies?
- He believes they are unrealistic.
  - He thinks that they are confusing.
  - He worries that they are a growing trend.
  - He feels they are very similar to each other.
104. Why does the reviewer characterize the plot of the movie?
- It was surprisingly complex.
  - It was similar to the original comic books.
  - It was difficult to understand.
  - It was too long and uninteresting.
105. How does the reviewer describe the characters in the movie?
- They were too complex.
  - They were very unrealistic.
  - They were unique individuals.
  - They were simple and predictable.
106. How does the reviewer feel about the special effects?
- They were subtle.
  - They were exciting.
  - They were distracting.
  - They were too violent.
107. What does the reviewer like about the film's villain?
- His motives were unconventional.
  - He was difficult for the heroes to defeat.
  - His costume was well-designed.
  - He did not behave as badly as other movie villains.
108. What does the reviewer think about the movie's soundtrack?
- It was boring and repetitious.
  - Older people may not recognize it.
  - Younger people will probably enjoy it.
  - It was so loud the audience disliked it.
109. How did the reviewer feel about the movie before he saw it?
- He disliked the comics that inspired it.
  - He did not expect to enjoy it.
  - He thought his bosses would like it.
  - He doubted it would be financially successful.
110. What best describes the style of this review?
- a formal complaint about the film
  - an advertisement to see the film
  - an academic analysis of the film
  - a personal reflection on the film

## Reading passage 4

*You find an article about high-speed trains in a magazine, so you stopped to read it. Read the article carefully and answer the questions that follow.*

**The time for high-speed rail is here!**

Why fly? Flying is expensive, typically saves time only when traveling distances of 300 miles (480 kilometers) or more, and jet airlines have been shown to be a major source of air pollution. The questions that should be considered are the length of the total trip in terms of both distance and time, the amount of pollution generated in terms of kilogram of CO<sub>2</sub> per traveler, and the monetary cost to the passenger. When these factors are considered, travel by high-speed train is not only more practical in terms of time and money, but is much more environmentally friendly.

Travel in Europe will provide us the best comparisons as Europeans have more trains, and more high-speed trains, than most other travel markets on earth, with the exception of Japan. A very popular European commute is between London, England, and Paris, France, a trip of about 215 miles by air, and 310 by land (through the Chunnel). A flight takes about 1.25 hours, while the train trip takes just over two hours. The train used to cost one-third the price of the flight, but airlines have lost so many passengers for this particular trip that they now match the train price. Consider, however, that train passengers do not need to arrive at the train station two hours before the flight, thirty minutes will do, the station is in the center of the city, and passengers sit in much more comfort on the train where they can use their laptops and cell phones without restriction. And finally, the “green” difference – the flight produces 244 kg of CO<sub>2</sub> per passenger, while the train produces just 22 kg CO<sub>2</sub> per passenger, or 91% less per passenger than the airlines. The point is that high-speed rail travel is comfortable, affordable, much more environmentally friendly, and when well developed, will not take much more time than many continental airline flights. Did we overlook safety? It turns out that high-speed rail is one of the world’s safest modes of transportation according to most studies. So, can we get fliers to start taking trains?

In the European countries of Switzerland, France, Denmark and Austria, followed by Russia and the Ukraine, the rate of passenger train travel ranges from 2.4 thousand kilometers (km) per person per year (Switzerland) to 1.1 thousand km per year (Ukraine). The French travel by train at a rate of 1.3 thousand km per person per year, so one can see that the five countries following Switzerland have very similar rates of rail travel. The rate of travel in the US is only 0.3 thousand km per person per year. Getting people in Europe to take more high-speed rail rather than fly may not be too difficult – marketing some of the ideas about comfort and “green” travel could be pretty effective. But, in the US? Well, there are efforts!

The California Rail Authority plans to develop high-speed rail between Los Angeles and San Francisco but faces monetary challenges. To its critics, the Authority says high-speed trains use one third of the energy of air travel, and one fifth of the energy of auto travel. It won’t happen overnight, but we hope and expect that within the next 25 years, high-speed rail will more than compete with airlines; we hope it can replace 50% or more of the world’s air traffic. There are many measures that must be taken to reduce the greenhouse gases that cause global warming. High-speed rail can be an elegant, luxurious, high-tech remedy that will improve travel while reducing its impact on our environment.



111. Which of the following is closest in meaning to **the length of the total trip in terms of both distance and time** in line 3?
- the round trip time and distance must be calculated
  - the distance may remain the same, but the times will change
  - travel distances and times to and from airports and rail stations must be considered
  - to calculate the speed of the trip, both distance and time must be considered
112. Which of the following is closest in meaning to **practical** in line 5?
- fast and green
  - cheap and fast
  - green and cheap
  - only cheap
113. Why does the author choose Europe for the basis of a comparison?
- Europe has many trains, both high-speed and standard.
  - The market for high-speed rail needs development there.
  - Japan is only one country, whereas Europe contains many countries.
  - Cities in the US are too far apart to consider for high-speed rail.
114. How much cheaper was train travel than flying between London and Paris before airlines lowered their prices?
- It was 25% the cost of a flight.
  - It was 33% the cost of a flight.
  - It was 50% the cost of a flight.
  - It was 66% the cost of a flight.
115. It is implied that train travel to Paris is \_\_\_\_.
- more expensive than flying
  - less popular than flying
  - possibly faster than flying
  - likely more scenic than flying
116. In what way were trains said to be more convenient than planes?
- Trains have much better seats and more leg room than planes.
  - Trains offer meal options and even sleeping compartments.
  - Trains have club cars where passengers can drink and relax.
  - Trains do not have to restrict use of electronic devices like planes.
117. What is the “green” difference between train and plane travel?
- A plane consumes a much smaller percentage of electricity than a train.
  - Trains emit a fraction of the carbon dioxide that planes do.
  - Trains can add more passengers more easily than planes.
  - Planes use less land space and are safer than trains.
118. Why do the authors think rail transport can be increased in Europe?
- Europeans are interested in relaxing, eco-friendly travel.
  - Most Europeans already travel by rail sometimes.
  - Rail transport in Europe is as safe as air travel.
  - The Paris-London train has been financially successful.
119. Why has the California Rail Authority NOT built a high-speed rail between Los Angeles and San Francisco yet?
- There are money issues.
  - There are land use issues.
  - There are legal issues.
  - There are pollution control issues.

120. According to the author, what is the most important reason to promote the expanded construction and use of high-speed rail?
- a. Travel by car is not safe.
  - b. Travel by plane is too expensive.
  - c. The environment needs to be protected.
  - d. The economy needs to be stimulated.