

Name _____ Seat Number _____

MSU-CELP

Certificate of English Language Proficiency

Practice Test #4

All items selected from actual CELP administrations from Fall 2011 to Fall 2013



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 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!

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 some academic systems, a student's final class grade depends on a few exams. In others, a student's final class grade includes points for attendance, participation, and homework, as well as exams. Which system is better? Be sure to support your opinion with reasons, examples, and explanations.

OR

2. Some celebrities are so popular and recognizable that they are barely able to go out in public without being surrounded by people. However, they are also extremely wealthy. Would you want to be very wealthy even if it meant that you could rarely leave your house without people following you everywhere? Be sure to support your answer with reasons, examples, 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 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 the 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, 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 bargain

- 1. What does the woman suggest?
 - a. giving pictures as gifts
 - b. editing pictures to fit the frames
 - c. waiting for the frames to go on sale

A soccer game

- 2. What does the woman think about the future of the soccer team?
 - a. The team will need to practice more.
 - b. The team will continue to improve.
 - c. The team will win the next championship.

A presentation at work

- 3. Why is the man unable to attend the company workshop?
 - a. He has an important business phone call.
 - b. He has to keep working to meet a deadline.
 - c. He has to be away from the office.

Studying for an exam

- 4. Why has the man NOT studied for his exam yet?
 - a. He prefers brief, concentrated study.
 - b. He has been feeling very stressed lately.
 - c. He has not had enough time to study.

In the library

- 5. What are the students using?
 - a. A computer program that defines modern slang words.
 - b. A resource that lists translations of popular phrases.
 - c. A tool that tracks the frequency of word use over time.

A computer problem

- 6. What does the man imply about the computer labs?
 - a. The woman is wasting her time with them.
 - b. The technicians are not dependable.
 - c. They should report the problem.

Holiday plans

- 7. What does the woman imply about the advertisements?
 - a. They have successfully influenced consumers.
 - b. There are too many of them at this time of the year.
 - c. They were professionally designed.

Advice from a friend

- 8. What does the woman suggest the man do?
 - a. go to the health center
 - b. use a laptop
 - c. modify his typing

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.

Parent-teacher conference

9. Danny finds his physics class to be very _____.
 - a. difficult
 - b. simple
 - c. interesting
10. Why are the teacher and Danny's mother meeting?
 - a. to plan a new student club together
 - b. to discuss Danny's performance in the class
 - c. to address Danny's complaints about the class
11. How can the mother obtain more information about the club?
 - a. Her son will bring home some paperwork.
 - b. She will have another conference with the teacher.
 - c. The teacher will email her the details.

Dining out at a restaurant

12. Why is the man upset with the waitress?
 - a. He was waiting for another glass of wine.
 - b. He did not need time to decide on his order.
 - c. He thinks the restaurant is too crowded.
13. Why is the man surprised the restaurant is out of salmon?
 - a. It is early in the evening.
 - b. He didn't think salmon was popular.
 - c. There are many other choices on the menu.
14. What will the waitress speak to the manager about?
 - a. the price to charge the customer
 - b. the availability of the special
 - c. the attitude of the customer

Car repairs at the garage

15. What happened to the woman's car?
 - a. She ran into another vehicle while rushing to work.
 - b. Another car ran into her vehicle on the highway.
 - c. She hit a tree because her children distracted her.
16. What does the woman say surprised her about the accident?
 - a. the fact that she was still able to drive her car
 - b. the way her children reacted to it
 - c. the amount of damage done to her car
17. Why has it taken the woman several days to get to the shop?
 - a. She was busy dealing with her insurance company.
 - b. She has been very busy with work obligations.
 - c. She wasn't sure she needed to get the car fixed.
18. Why does the mechanic ask the woman to wait in the lobby?
 - a. He needs to inspect the vehicle more thoroughly.
 - b. He must call her insurance company with his estimate.
 - c. He would like one of the specialists to examine the car.

Taking Grandma to the doctor

19. Why did the man want to talk to the woman?
 - a. to ask to copy her lecture notes
 - b. to tell her about an eye disease
 - c. to discuss the notes they took
20. Why did the man's grandmother go to the emergency room?
 - a. She had an accident that day.
 - b. She was worried about her vision.
 - c. She was in a lot of pain.
21. Why wasn't the man's grandmother treated at the emergency room?
 - a. The necessary equipment was not available there.
 - b. She did not want an extensive eye exam.
 - c. Her condition was not serious enough to be treated there.
22. According to the man, what caused his grandmother's medical condition?
 - a. getting older
 - b. an infection
 - c. an accident
23. What was the man's grandmother advised to do?
 - a. use corrective lenses
 - b. keep checking her eyes
 - c. take medication

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.

Wedding customs

24. Which of the following best describes a wedding toast?
- an outdated religious practice
 - mainly an American practice
 - a widespread global practice
25. According to the source that the speaker mentions, what is the most likely origin of toasting?
- old rituals involving sacrifice to the gods
 - a medieval practice to avoid consuming poison
 - historical ceremonial offerings of thanks
26. According to one belief, how could people avoid being poisoned?
- by striking the glasses together
 - by giving their glass to their companion
 - by making a toast for a long life
27. How does the host describe the typical toast by a best man?
- as a combination of meaningful and emotional words
 - as a mixture of genuine and funny comments
 - as a blend of personal and traditional stories
28. What does the speaker say can be seen by watching YouTube videos of wedding toasts?
- some people are better at giving wedding toasts than others
 - styles of wedding toasts differ around the world
 - wedding toasts are getting longer as time goes on
29. What happened at the speaker's brother's wedding?
- Someone gave a bad toast.
 - Someone gave an exceptionally good toast.
 - No one gave a toast.
30. Why does the host apologize to her brother during the radio show?
- She was unable to see him the last time he was in town.
 - She has revealed his full name without his permission.
 - She is going to tell a personal story about him.
31. What recommendation does the host give for wedding toasts?
- make written notes ahead of time
 - ask the wedding couple to review the speech in advance
 - select stories that tell an important lesson

New campus job

32. Why did Josh take a job at the greenhouse?
- The location was convenient for him.
 - He is majoring in biology.
 - He had worked at a greenhouse before.
33. How does Josh describe the work at the greenhouse?
- It is routine and boring.
 - It is physically demanding.
 - It is busy and stressful.
34. According to Josh, what is the primary purpose of the greenhouse?
- to facilitate research on plants
 - to teach the public about plants
 - to provide educational materials
35. How is the university trying to increase student use of the greenhouse?
- by advertising it as a student space
 - by offering more plant biology courses
 - by featuring a variety of environments
36. How might visiting the greenhouse be beneficial to people who don't study biology?
- It can be socially beneficial.
 - It can be nutritionally beneficial.
 - It can be psychologically beneficial.
37. Where does most of the greenhouse funding come from?
- selling excess plants
 - donations from visitors
 - the university budget
38. Why doesn't Josh feed the Venus Flytrap very often?
- He doesn't like doing it very much.
 - It only requires a small number of insects.
 - It gets most of its minerals from the soil.
39. Why can't carnivorous plants be planted in normal soil?
- There are not enough insects to eat in normal soil.
 - Minerals in the soil can be fatal to them.
 - They are dangerous and may damage the soil.
40. What best describes Kristin's tone during the conversation?
- apprehensive
 - suspicious
 - curious

This is the end of the CELP 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. Our car wouldn't start after the movie. We were lucky that Sam _____ alone and was able to give us a ride.
a. was driven
b. had driven
c. could have driven
d. would have driven
42. All proposals will be considered, particularly _____ dealing with issues of economic development in the region.
a. that
b. them
c. these
d. those
43. He is very popular and always in the media; you _____ him before.
a. may see
b. had seen
c. might see
d. must have seen
44. If you keep _____ your keys, you are going to have to get a spare set.
a. forget
b. to forget
c. forgetting
d. forgotten
45. The enthusiasm _____ which Jill does her job is remarkable; no one else is as energetic as she is.
a. for
b. to
c. with
d. by
46. The company's awareness of its environmental violations was recently made public through _____ documents.
a. the new release
b. newly released
c. the news released
d. it releases new
47. Despite anecdotal evidence _____ that the medication causes unwanted side effects, the company spokeswoman insisted that the drug was safe and effective.
a. to be suggesting
b. suggests
c. that will suggest
d. suggesting
48. Because so many complaints _____ with the city over the last twelve months, the mayor is creating a service department to address the concerns.
a. may be filed
b. should be filed
c. have been filed
d. had been filed
49. There are sensible conclusions _____ from the following facts.
a. that draw
b. drew
c. drawing
d. to be drawn
50. By the time I got home, my father _____ for the airport.
a. already did leave
b. will have already left
c. had already left
d. has already left
51. Situated _____, near the Abel River, the city has become a vital part of the region's industry.
a. like that is
b. as it is
c. where is
d. it is like
52. After finishing law school, Ms. Jones went on _____ her own public advocacy group.
a. found
b. to found
c. to founding
d. to be found

53. _____ you require further information, please contact me directly.
- What
 - Will
 - Would
 - Should
54. _____ accurate predictions, analysts must collect sufficient data.
- Making
 - They have made
 - Have to make
 - To make
55. The drop in spring rainfall led to _____ the water level later that summer.
- a decrease in
 - the decreasing of
 - decreases for
 - decreased with
56. The first glass certainly seems bigger _____ the second.
- compared to
 - by comparison with
 - when comparing on
 - as compares with
57. Our doctor recommended _____ twenty pounds each. My wife and I agreed we would try.
- to lose
 - we lose
 - that losing
 - we losing
58. Our teacher said he _____ patience with us after we were late for the third time that week.
- could not be more
 - would no longer have any
 - never was having any
 - was out of the
59. _____ such a wonderful performance! You have to see *The Lion King* on stage!
- Never had any of us seen
 - We have never been seen
 - Never having seen
 - We haven't been seeing
60. Unfortunately, my new winter coat isn't _____ warmer than my old one.
- very
 - as
 - most
 - any
61. When Gary is tired, he has trouble _____ his work on time.
- to complete
 - for completing
 - completing
 - to be completed
62. Mary's friend suggested _____ fewer courses.
- for taking
 - she take
 - her to take
 - having taken
63. Brian's professors knew that he _____ on being a novelist.
- always been planning
 - was always planned
 - had always planned
 - will always plan
64. Supposing you flip a coin ten times, you _____ the coin to land on heads 50% of the time.
- are expected
 - would expect
 - have expected
 - expected
65. Susie hoped _____ a new bicycle for her birthday.
- for getting
 - will get her
 - will be getting
 - she would get
66. It's already half past nine? We really _____ now.
- must have left
 - may leave
 - should be leaving
 - would have left

67. Many children _____ the grand prize, but Julie was the lucky one.
- was hoping they won
 - had hoped to win
 - could be hoping to win
 - were hoped for winning
68. Any time I get discouraged, my father reminds _____ my dream to become a professional musician.
- me that
 - me of
 - to me
 - about me
69. Tom skipped breakfast and got to class on time, _____ woken up late.
- had
 - he had
 - having
 - have
70. One must _____ for small disagreements among friends.
- make allowances
 - make allowing
 - made to allow
 - made an allowance
71. The company finally canceled the project because of the many environmental concerns _____.
- that were voiced
 - as voiced
 - had voiced
 - were voicing
72. Next month, Greg and Donna will _____ dating for a year.
- be
 - to be
 - have been
 - to have been
73. The audience members _____ quiet throughout yesterday's entire speech.
- remained
 - have remained
 - were remaining
 - have been remaining
74. People _____ hiking should bring enough water.
- go
 - gone
 - to go
 - going
75. The doctor recommended that the woman _____ a regular exercise program.
- begin
 - will begin
 - must begin
 - began
76. The homeowner was willing to do anything that _____ her roof stop leaking.
- has made
 - will make
 - make
 - would make
77. Robert Dolton's new book, *The Imaginary Game*, _____ five million copies in the first week.
- has sold close to
 - was sold to close
 - is sold as close as
 - sold closer than
78. Stacy's father said she could see the movie as long as she was home _____ 10:00 p.m.
- no later than
 - not after
 - no more than
 - not until
79. Alice wondered if her flight _____ she would miss her next connection.
- would be too delayed that
 - would be so delayed that
 - could have been delayed if
 - would have been delayed if
80. Jessica recently got her driver's license. Tomorrow, she will _____ for one month.
- have been driving
 - be driving
 - drive
 - be driven

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

You are writing a paper on Technology and the Family, and you find this article in a magazine. Read the article carefully and answer the questions that follow.

Data and parenting

Some parents are turning to new technology to take on an old task: keeping track of their newborn infants' patterns of sleep and feedings. For years, pediatricians have recommended that parents chart the frequency of their babies' naps, feedings, and diaper changes using handwritten charts. This recommendation is intended to ensure that any potential problems in infant development are caught early enough to prevent more serious problems.

While pediatricians only recommend the practice for the first week or two of an infant's life, anecdotal evidence suggests that many parents continue keeping records for some time after that. Mother of two Sheila Maltzen offers her reasons for doing so: "We found it heartening," she says. "Sometimes, when it felt like you would never sleep a full night again, you could look at the sheet and notice that slowly—very slowly—a pattern of longer sleep periods was emerging. It made me think, I can do this." Maltzen concedes, however, that the stack of checked-off graphs and grids wasn't the most efficiently organized set of information. "You know, after a few weeks, it was habit more than anything practical. It was just something we did as part of enjoying our time with our new baby. Pretty soon there were just dozens of sheets, probably out of order. The more sheets there were, the more overwhelming and less useful the process became." With the advent of smartphones and similar portable, relatively low-cost data devices, new parents are **recasting** the Maltzens' simple if ineffective ritual as a serious exercise in data-gathering. A new smartphone app, BabyByte, allows parents to enter their records into a Web-based, saveable chart that can be accessed anywhere through an Internet connection.

At first glance, the new app, and its many competitors, seem like shiny upgrades on paper and pencil without much additional heft. Parents won't have a bunch of loose paper floating around the nursery, but are they any more likely to scroll back through weeks of feedings on the off chance they learn something about their child?

The beauty of BabyByte, says Chris Osrick, the creator and owner of the app, is that they won't have to. "What we are beginning to realize is that data, once you collect it, is something that computers are very good at analyzing. Actually, that isn't new—we've known that for years, of course. What is new is that we're realizing the powerful tools we have to collect data for computers to analyze."

What Osrick envisions, and what represents the real leap forward in parent-gathered data, is a system that allows parents, as well as healthcare researchers and providers, to compare a particular child's data to the aggregate data of thousands of children, collected by parents and organized by BabyByte. While previous academic studies on child development have been conducted using thousands of children, this new technology makes possible formal research studies that collect data from tens of thousands of children.

Some worry that this type of focused data tracking will have a negative effect—making hyper-observant parents even more neurotic than they already are. But Osrick says that misses the point. "We're taking something that parents are doing anyway," he says, "and we're making it more useful and more informative. In the past, you had to worry about whether a trend should be considered a problem or not. Now, with the addition of so many additional samples, problems get attention sooner and the rest of us can relax more easily."

81. How do pediatricians recommend parents recognize problems?
- feed children on a regular basis
 - monitor children's routines
 - teach children about technology
 - let children nap frequently
82. In what way do some parents behave differently than pediatricians recommend?
- They supervise children more often than is necessary.
 - They permit children to sleep more than is necessary.
 - They keep records that are more extensive than is necessary.
 - They rely on technology more than is necessary.
83. Why did Sheila Maltzen find record-keeping helpful?
- She confirmed that her child was healthy.
 - She could compare her child to others.
 - She could see changes in her child's behavior.
 - She spent quality time with her child.
84. Which of the following is closest in meaning to **recasting** in paragraph 2?
- adapting
 - praising
 - learning
 - analyzing
85. How does BabyByte work?
- Parents enter data about their babies' habits into an internet application.
 - Parents read articles about children's development on an Internet website.
 - Parents determine proper food and sleep amounts using an Internet calculator.
 - Parents share childcare recommendations with each other online.
86. What is the main problem with paper-and-pencil records?
- They make parents feel nervous.
 - They are often inaccurate.
 - They can become disorganized.
 - They do not provide useful information.
87. What is the main advantage of BabyByte compared to traditional record-keeping?
- Its search functions allow parents to analyze their own data.
 - It makes it easier to gather and interpret data.
 - It does the data collection for the parents.
 - It has no memory limitations.
88. How does BabyByte assist formal academic research of children's development?
- Researchers will have access to more recent data.
 - Research findings can be shared with parents through new technologies.
 - Researchers can investigate larger numbers of children more efficiently.
 - Parents can discuss their children's behavior with researchers.
89. Why are some people concerned that BabyByte might increase parental anxiety?
- BabyByte may encourage parents to focus on minute details.
 - BabyByte may put children's privacy at risk.
 - BabyByte may provide unclear safety warnings.
 - BabyByte may require too much technical knowledge.
90. What is the main idea of this article?
- Child development research is becoming easier and less expensive with computers.
 - A new phone app will help parents to save time and worry by organizing their baby charts.
 - Online record-keeping is the best way to collect data for child development research.
 - A new app will help parents to check their baby's progress against that of other babies.

Reading Passage 2

You are doing research for a class paper about the environment and find the following article in a science magazine. Read the article carefully and answer the questions that follow.

Farm news

When it comes to meeting performance goals, cows at Midwest Dairy are overachievers who could serve as role models for the nation's other cows. Not only do they produce quality milk for the farm's dairy products, they also support large fish and vegetable operations at the farm. Simultaneously, they are the reason the temperature in the farm's processing facility stays at 26° C in mid-winter. It also appears their productivity is still in its early stages.

Although the link between dairy cows and fish production seems **tenuous**, it has become the solution to a growing problem for the owners of the farm. For some time they had searched for a way to use the methane from the manure their cows produced. As cows consume physical plant material, they output physical, smelly waste, known as manure. As manure breaks down, it releases methane, gas and heat. Luckily, both can be put to good use, with some effort. After consulting with university experts, the owners of Midwest Dairy learned that in the U.S., and more so in Europe where biofuel has been in use longer, methane gas can be used to generate electricity.

Because of rising fuel costs worldwide, this prospect seemed very appealing. The owners, however, chose to explore additional options for generating revenue as well. Like other business owners, they needed more profit from their investment and wanted value beyond savings produced from electricity generation alone. As a result, the farmers planned to develop a system for growing algae, tiny plant-like organisms that grow in water that could use methane to make oil for biodiesel and remove the carbon dioxide released during production.

In the midst of the algae production, an expert from Tennessee suggested the owners grow tilapia, a tropical food fish that requires warm water, to take advantage of the large supply of heat that results from manure processing. Starting with several thousand small tilapia, the dairy farmers began to learn about raising the fish.

Then, while researching tilapia, they learned about hydroponics and how people can grow plants fertilized with waste material from fish instead of using large quantities of chemical fertilizers.

Working with experts, the farmers set up a hydroponics system in which fish waste is broken down and cycled through ponds where plant roots absorb the waste as nutrients, leaving purified water behind. This purified water is then cycled back into the fish tanks where fish add their waste back into the water and the dynamic cycle starts again.

This gives the dairy farm several possible revenue sources. The trend to buy local, the plentiful source of energy derived from cow and fish waste, and the collaboration of many smart people has created a green revenue source by using the farm's resources creatively.

Today, in a large greenhouse currently powered by methane gas, tilapia, lettuce, and herbs grow in an interconnected cycle. The facility has the capacity to produce a half million heads of lettuce and 13,600 kilograms of tilapia, without pesticides or chemicals, all in a carbon-neutral environment. In fact, the owners plan to have all the farm's heat and electricity produced from the methane by this winter.

While looking for a creative solution to economic needs, the farmers built an exemplary model for other farms to follow and showed that successful businesses can grow from good environmental practices. **It doesn't get any better than that.**

91. What makes the cows at Midwest Dairy a role model for other cows?
- They produce an above average amount of milk.
 - They feed on the produce grown on the farm.
 - They generate electricity the farm sells.
 - They contribute to the farm in nontraditional ways.
92. Which of the following is closest in meaning to **tenuous** in paragraph 2?
- unlikely
 - unpopular
 - isolated
 - foreign
93. What prompted the owners of Midwest Dairy to rethink how they ran their farm?
- an increase in the number of products grown on the farm
 - an increase in the price of energy
 - an increase in the demand for dairy products
 - an increase in the value of farm land
94. What did the farmers learn about biofuel technology?
- The field is still in its infancy.
 - U.S. technology leads the world.
 - European countries have more experience.
 - Universities have little expertise in the field.
95. Why were the farmers dissatisfied with only generating electricity from manure?
- There were additional income sources possible.
 - There was competition from other farms.
 - There were several environmental problems.
 - There was too much complicated technology.
96. What helped the farmers raise fish?
- The water supply and temperature were ideal.
 - The farmers took part in a research study.
 - The fish reduced their need for cows.
 - The fish can be used to produce biofuel.
97. What is a benefit of growing hydroponic plants?
- There is a large market for them.
 - They thrive without artificial plant food.
 - There is little effort involved in growing them.
 - They serve as food for the fish.
98. What is the farmers' ultimate goal this year?
- adding a new product
 - increasing the plant varieties
 - relying on their own energy
 - researching other opportunities
99. Which of the following is closest in meaning to **it doesn't get any better than that** in paragraph 8?
- The solution was ideal.
 - Working on a farm is the best possible job.
 - No additional improvements on the farm are needed.
 - Technology provides the best solution to problems.
100. Which of the following best expresses the main idea of this article?
- Successful dairy farms have many cows.
 - Modern farms require large amounts of electricity.
 - Creative thinking creates green results.
 - Agricultural profits have increased significantly.

Reading Passage 3

The following article appeared in the opinion section of your local newspaper. Read the passage carefully and answer the questions that follow.

Textbooks to go the way of the dinosaurs?

Although students and teachers alike have discovered various innovations and applications for computers over the past couple of decades, the **advent** of the tablet-style personal computer has very recently begun to revolutionize the market in a way that no other has yet done. Recent advances in lightweight, portable design, memory capacity we could only dream of just a few short years ago, and ever-increasing networks of broadband Internet connectivity are combining to create a useful and convenient multi-purpose tool for students. Tablet sales have doubled in the past year—an explosion in popularity that even very optimistic projections for the product failed to predict.

While I don't think anyone expects tablets to completely replace desktop or laptop computers (although a recent Nielsen survey did find that over 75% of respondents were now using their tablet for tasks that they once performed on their desktop or laptop computer), their versatility is truly astounding. One huge advantage of the tablet is that it doesn't just replace an entire backpack full of textbooks, but also provides multimedia-enhanced, continuously-updated content that textbook authors could never even imagine. Whereas paper textbooks may direct students' attention to further information and examples on the Internet, digital textbooks can provide videos and music to support any area of study at just the tap of a finger. For many students who do not learn effectively by simply reading text, this multimedia support provides a more **integrated** learning experience, which has been shown to improve retention and lead to positive learning outcomes.

Students may also use a tablet, as opposed to a laptop, for taking notes during lectures. Tablets provide the benefits of portability, instant start-up, and longer battery life so students don't have to carry a power cord around and position themselves near an outlet. Students can also

pull out their tablets and work on a project at any time, anywhere on campus. And with cloud-based memory systems, students don't have to bother with back-ups or flash drives if they want to continue work on their desktop computer or collaborate on a group project.

A further benefit of tablets, though one that is often cited as a shortcoming among users, is the limited ability to multitask. Now, it is true that developers have introduced thousands of applications to run on tablets, but tablets still simply cannot run many programs simultaneously. This may appear, on the surface, to pose a problem for the student user. However, in reality, students can perform any number of tasks on a tablet...just not all of them at the same time. This may actually be good for a generation which is easily distracted by social media, online games, and other miscellaneous content on the Web.

Given the many benefits, it's no wonder that tablets are beginning to make their way into classrooms. In fact, it would seem that the biggest factor working against this has simply been their limited availability. Given the long lines of consumers who waited to get their hands on the first generation of tablets and the lag for other companies to get their tablets to market, many people are just now able to buy a tablet. Additionally, we should expect that as competition increases among developers, tablets should see the same steep price drops that we always witness among electronics. Thus, tablets should quickly become a very **viable** and economical alternative for savvy students.

101. Which of the following is closest in meaning to **advent** in paragraph 1?
- anticipation
 - future
 - possibility
 - introduction
102. How does the article describe tablet computers?
- They are much better than most consumers think.
 - They are more popular than anyone predicted.
 - They are going to be replaced by newer technology soon.
 - They will soon replace regular desktop computers.
103. What did the Nielsen survey indicate?
- Most tablet owners have gotten rid of their other computers.
 - Many users say they prefer tablets over laptops.
 - Almost all tablets are purchased by people who already own a computer.
 - A majority of people often use their tablet in place of a traditional computer.
104. According to the article, how could digital textbooks improve student learning?
- All students would have access to equal information.
 - Learning can occur when various senses act at the same time.
 - Students could study multiple subjects simultaneously.
 - Each student would be free to pursue individual interests.
105. Which of the following is closest in meaning to **integrated** in paragraph 2?
- blended
 - beneficial
 - streamlined
 - innovative
106. According to the article, what makes tablets a better option for note-taking than laptops?
- touch-screen technology
 - longer battery life
 - bigger screen
 - quiet operation
107. Why does the author say that tablets' inability to multitask is not a bad thing?
- It may help students stay focused on their studies.
 - Developers are quickly working on solutions to the problem.
 - Students could still run a laptop in addition to their tablet.
 - This limitation makes them a cheaper alternative.
108. According to the passage, what has prevented many people from obtaining a tablet?
- People cannot easily find tablets in stores.
 - People are waiting for better versions to be introduced.
 - People question the quality of the product.
 - People are not comfortable with such a radical change.
109. Which of the following is closest in meaning to **viable** in paragraph 5?
- modern
 - popular
 - workable
 - affordable
110. What is the main idea of this article?
- Tablets have proven to be game changers in the field of personal computing.
 - Tablets are a practical and budget-friendly option for students.
 - The tablet market will continue to grow especially in the area of education.
 - Nowadays, most students prefer tablets to laptops.

Reading Passage 4

You are reading a university's student newspaper and come across an article of interest. Read the article carefully and answer the questions that follow.

Author John Maxwell inspires Macmillan University students

Earlier this month bestselling author and Great American Novel Literary Award—winner John Maxwell was on campus to discuss and share his thoughts on “Writing a Cliffhanger Thriller.” Macmillan University’s Creative Writing program hosted the event, in affiliation with the Pittsburgh Writers’ Conference on campus. Maxwell, whose novels include *Innocent Until Proven Guilty* and *Evidence Zero*, began his lecture by noting that a thorough understanding of the genre and its conventions is essential to writing a thriller.

First, since topical plots on cutting-edge subjects are what sell today, Maxwell addressed the role of the research process. He explained how research is **pivotal**, and that good research can significantly bolster a story.

How does Maxwell craft his novels to thrill readers? His technique involves high stakes and great risks that are both compelling and believable. His novels are defined by a race against time and a “tightening of the noose” around the main character’s neck. Maxwell explains that an effective climax does not hinge on action, but the fear and adrenaline that precede the horrible thing you know is coming. The longer you can draw that feeling out, the more thrilling the scene. It’s tantamount to slowly blowing up **a balloon** bigger and bigger, waiting for it to pop.

Maxwell’s “Stunner” technique makes the climax even more exciting. It’s not the action or the violence that a reader will remember; it’s that heart-stopping moment that makes a reader gasp. Give your Stunner an emotional punch, and the climax will be exponentially more powerful.

Finally, “The Rescue Scene” wraps up the action. When it comes to pacing, Maxwell does not linger over a spent balloon. His chapters are typically short and action-packed, leaving the reader with a question begging to be answered.

In addition to talking about craft, Maxwell urged aspiring writers to develop their craft, but not to neglect marketing skills, which will give them an edge in the industry. “It’s a common misconception that creative people don’t have business savvy; a good grasp of the trade is essential, even if that means taking classes,” he said.

Maxwell spoke briefly about editing, a process he finds unpleasant, because it involves paring down lines and scenes that he originally thought were brilliant. “Some of my best lines and scenes are wiped out by the delete key!” he said.

Maxwell also shared a few tips on character development. As a writer, you have to create a protagonist that invites the audience to develop a genuine concern for him or her, and good villains. Maxwell advised students to always pitch a character with “series potential”; at the same time, each individual novel should be a stand-alone.

To conclude his lecture, Maxwell addressed topics of writing that moved out of the realm of the thriller genre. Students prompted Maxwell to provide additional tips that they would be able to apply to all genres in the future. Judging by the notepads and raised hands, the students wholly benefited from the event. Ultimately, the purpose of these events is to do precisely that!

111. What does John Maxwell believe is most important to writing an exciting book?
- publishing experience
 - familiarity with the subject
 - literary devices
 - academic training
112. According to the author, what kinds of plots are popular today?
- those that are very conventional
 - those with complex relationships
 - those about contemporary themes
 - those that are difficult to research
113. Which of the following is closest in meaning to **pivotal** in paragraph 2?
- engaging
 - essential
 - innovative
 - challenging
114. Which of the following best defines Maxwell's novels?
- a credible main character
 - a sense of approaching danger
 - a linking of past and present
 - a series of tragic deceptions
115. What is the author's purpose in mentioning the example of **a balloon** in paragraph 3?
- to illustrate the concept of building up tension
 - to provide comic relief from the intense action
 - to demonstrate the powerful effect of metaphors
 - to enhance the hero's moment of sudden insight
116. According to the author, what makes a thriller most memorable?
- the danger faced by characters
 - a heroic rescue scene
 - the point of shock
 - an unforgettable fight
117. Beyond learning central aspects of their profession, what does Maxwell urge aspiring writers to develop?
- editing skills
 - a daily routine they can stick to
 - the ability to sell their work
 - a creative edge
118. What does Maxwell regret about writing novels?
- writing short chapters that lacked specific details
 - cutting out parts he initially liked before publication
 - becoming too involved with some of his characters
 - not knowing enough about the industry when he was young
119. What does Maxwell suggest students do when writing a novel?
- drop clues as the story progresses
 - reveal who the villains are at the end of the story
 - leave open the possibility for a follow-up novel
 - discuss their work with other students
120. What is the main idea of this article?
- a biography of a famous author
 - the modern academic literary curriculum
 - guidelines for editing and revising your work
 - technical recommendations from a professional

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

