

Name _____ Seat Number _____

MSU-CELP

Certificate of English Language Proficiency

Practice Test #9

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. Schools have rules that students must follow while at school. However, some schools discipline students for breaking those rules even when they are not at school. For example, some students have been punished for making social media posts that violate school rules while at home or on vacation. Write about whether schools should be able to punish students for things they do outside of school. Be sure to support your answer with examples, reasons, and explanations

OR

2. More and more cities these days are turning to urban planners to help design more livable cities. These planners consider ideas like bicycle lanes, car-free zones where only pedestrians walk the street, more parks, better lighting, and more places where people can gather outside to eat, listen to music, or just enjoy city life. Write about what changes would make life in the place you live more enjoyable for everyone. 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

This section of the test is designed to assess your 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 for the Listening Ability section

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.

You are allowed to take notes in the test booklet.

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
-

1. Ordering a new game

Why does the boy NOT know where his game is?

- a. The link he received is broken.
- b. The package got lost in shipping.
- c. The shipping information is not very specific.

2. History paper

Why does the woman offer to help the man?

- a. She wants to proofread his part of the paper.
- b. She is not convinced that his computer is fixed.
- c. She is concerned he will not finish the work.

3. Staring contest

How confident is the man that he will win?

- a. less confident than the woman
- b. as confident as the woman
- c. more confident than the woman

4. Camping store

What does the woman want the store to do for her?

- a. repair her broken tent pole
- b. give her a new tent
- c. replace the pole only

5. Laundry day

Why does Tim's family NOT use a clothes dryer?

- a. His parents will not pay to purchase a clothes dryer.
- b. His parents want to teach Tim the value of work.
- c. His parents want to avoid high energy bills.

6. New old fish

How was the fish discovered?

- a. It was accidentally trapped.
- b. It was located after a long search.
- c. It was swimming in an unusual place.

7. Job interview

What will the woman do tomorrow?

- a. attend an interview for a new job
- b. practice answering interview questions
- c. review her resume

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.

8–12. Meeting with a teacher

8. Why did the student speak to his teacher?
 - a. He wanted more writing time.
 - b. He wanted feedback on his outline.
 - c. He lacked confidence in his writing.
9. What does the student find challenging about the assignment?
 - a. The books are quite different.
 - b. The instructions were not fully clear.
 - c. The schedule will be difficult to follow.
10. What does the teacher recommend the student do?
 - a. reconsider the texts he has selected
 - b. narrow the focus of his work
 - c. stick with his original idea
11. What does the teacher say about other students in the class?
 - a. Most are also strong writers.
 - b. They have been asking similar questions.
 - c. Some have made good progress on their papers.
12. What will happen later in the week?
 - a. The student will turn in his paper.
 - b. The student will meet with his teacher.
 - c. The student will start to write his paper.

13–16. Bakery visit

13. Why is the bakery unable to fulfill the order on the day requested?
 - a. They will be closed for an upcoming holiday.
 - b. They will be processing more orders than usual.
 - c. They will not have the necessary ingredients right away.
14. What type of celebration is the cake intended for?
 - a. a professional accomplishment
 - b. an annual reunion
 - c. a wedding
15. What does the woman offer the man?
 - a. pick-up or delivery
 - b. samples of flavors
 - c. example pictures
16. Why does the woman suggest orange lettering?
 - a. It will taste better.
 - b. It will be more legible.
 - c. It will be more creative.

17–21. Baseball health form

17. What is the doctor concerned about?
 - a. The school might reject the form.
 - b. The boy might forget to sign the form.
 - c. The form might not be received in time.
18. When are baseball tryouts?
 - a. less than a week away
 - b. in 14 days
 - c. next month
19. What did the boy do for the doctor?
 - a. He filled out part of the form himself.
 - b. He waited until he had the correct form.
 - c. He made sure she filled out the form correctly.
20. What does the boy suggest about high school baseball?
 - a. The team is selective.
 - b. The health requirements are strict.
 - c. He is not sure he has enough experience.
21. What does the doctor ask the boy to do?
 - a. invite her to a game
 - b. tell her if he makes the team
 - c. give her the game schedule

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.

22–31. Owning a restaurant

22. In the beginning of her talk, the speaker asks a lot of questions quickly in order to _____.
a. persuade people to open a franchise
b. impress people with her knowledge
c. preview what she will talk about today
23. The speaker mentions uniforms as an example of _____.
a. a hidden cost
b. a decision to be made
c. a franchise requirement
24. The speaker uses a salad bar as an example of _____.
a. a source of unexpected expenses
b. an especially popular food offering
c. a common estimation mistake
25. What is the speaker's main job?
a. making plans for all the Burgerland franchises
b. recruiting new Burgerland owners
c. operating a Burgerland franchise
26. What happened when the speaker opened her restaurant?
a. She had little difficulty.
b. She had to create a menu.
c. She had to pay more than she expected.
27. What does a parent company do?
a. pays for the rights to use the name of the restaurant
b. encourages people to start their own restaurant
c. makes decisions for all the restaurants
28. How does the franchise handle marketing?
a. Each restaurant contributes to the national cost.
b. Each restaurant creates its own commercials.
c. Each restaurant makes suggestions for new ads.
29. Where does the speaker suggest new franchise owners get more information?
a. from the parent company
b. from other owners
c. from the internet
30. Why might a franchise owner charge more than they want for food?
a. The ingredients had a higher price than usual.
b. It was necessary to earn a profit.
c. The parent company made the price list.
31. Why does the speaker invite the audience to her restaurant?
a. to offer more information to prospective owners
b. to increase business at her location
c. to find volunteers to test out new menu ideas

32–40. Space talk

32. What was Betelgeuse named for?
- its brightness
 - its color
 - its location
33. Dr. Carson mentions the four inner planets in order to ____.
- help listeners find Betelgeuse in the night sky
 - help listeners visualize the size of Betelgeuse
 - help listeners understand Betelgeuse's planets
34. What would Betelgeuse have looked like millions of years ago?
- It would have appeared larger.
 - It would have appeared closer.
 - It would have appeared whiter.
35. What is a supernova?
- a star that has exploded
 - a star that has turned red
 - a star that is mostly made of gas
36. How does Dr. Carson describe the appearance of a supernova?
- They are very beautiful.
 - They are difficult to identify.
 - They fade quickly once they explode.
37. Why did some astronomers think Betelgeuse might explode soon?
- They knew it was older than many stars.
 - They measured an increase in its temperature.
 - They observed less light coming from it.
38. Why did Dr. Carson think a supernova was unlikely to happen?
- Betelgeuse had not become dim enough.
 - The temperature of Betelgeuse remained steady.
 - There was not enough dust and gas around Betelgeuse.
39. Why did Betelgeuse look dimmer to many observers?
- The star gradually became cooler.
 - Nearby supernovas had blocked the view.
 - A cloud of debris prevented light from escaping.
40. What does Dr. Carson suggest about viewing supernovas without a telescope?
- We might be able to see one in the near future.
 - Choosing the right viewing location is essential.
 - Betelgeuse is likely to be our best chance to see one.

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. If you rely on your calculator to do your math homework, you _____ never develop your math skills appropriately.
- are
 - will
 - could
 - have
42. The fact that he was in debt was a secret between _____.
- he and me
 - him and me
 - he and I
 - him and I
43. The city approved construction of a multi-level parking structure _____ most of its citizens opposed the decision.
- despite
 - even so
 - because
 - although
44. All students must sign the Computer Use Agreement _____ using a school computer.
- prior to
 - sooner than
 - before that
 - earlier than
45. _____ you taken my advice, you would not be having this problem.
- If
 - Had
 - Were
 - When
46. I persuaded my sister _____ to graduate school until she had more work experience.
- do not apply
 - not apply
 - not to apply
 - did not apply
47. Rarely _____ two teams as closely matched as these.
- I saw
 - I did see
 - have I seen
 - I have seen
48. The problem should be solved _____ three hours.
- by
 - about
 - within
 - during
49. I sometimes think I should watch political debates, but when I do, _____.
- they are so boring
 - they are just bored
 - I am so boring
 - just that I am bored
50. The governor, when _____ about the memo, refused to comment publicly.
- questioned
 - questioning
 - he questions
 - he had questioned
51. The magazine features a beautiful collection _____ by one of the fashion world's rising stars.
- designed
 - been designed
 - that designed
 - was designed
52. Samantha said she was really impressed with how the actress _____ of Queen Elizabeth.
- has the character portrayed
 - had portraying her character
 - portrayed the character
 - was portrayed by the character
53. Jenny placed first in her division _____ an injury preventing her from training during the weeks leading up to the race.
- instead of
 - despite
 - because of
 - except for
54. When Sam locked himself out of the house, he had to ask his landlord to let him in _____ the spare key.
- on
 - from
 - to
 - with

55. We _____ in Scotland for nearly three years by the time your parents finally come to visit us!
- will be lived
 - will have been living
 - would have lived
 - would be living
56. Philip was confident that he _____ well at the recital because of his intense practice regimen.
- must play
 - might play
 - should play
 - would play
57. My grandmother has fond memories of how she and her friends _____ all night when she was much younger.
- use to dance
 - would dance
 - could have been dancing
 - would used to dance
58. The revamped rules, scheduled for a vote Wednesday in the European Parliament, _____ as tougher, more credible, and more sophisticated than the original set.
- is described
 - describe
 - describes
 - are described
59. New communication technologies such as social media enable _____ in public and political discourse.
- direct participation
 - participation directed
 - participation directly
 - directed to participate
60. _____ early puts you ahead of your peers.
- Know your passion
 - Knowing your passion
 - You know your passion
 - They know your passion
61. I am used to _____ early for school, but I would rather sleep in.
- waking up
 - have woken up
 - be waking up
 - woke up
62. The referee insisted _____ pushing each other on the field.
- the players to stop
 - that the players stop
 - stopped the players
 - stopping the players to
63. Stacy spent a small fortune on the painting, but _____ an investment.
- she saw it for
 - she sees it as
 - she would see it for
 - she had seen it by
64. When he first arrived, the new office supervisor promised significant improvements, _____ six months later, very little had changed.
- yet
 - despite
 - only
 - unless
65. The assistant manager is qualified to run the store on a _____ basis.
- day-after-day
 - day of the
 - day-to-day
 - day of which
66. Winter is the season _____ some birds must fly south to find food to survive.
- for
 - of
 - when
 - which
67. According to a person who has lived in this town for many years, that house _____ haunted.
- they say is
 - is said to be
 - has said it is
 - was said being
68. I am sure she only said that _____ not to buy that phone.
- to convince me
 - for convincing me
 - she was convinced
 - because she convinced

69. If _____ carefully, a snake can be a good pet.
a. handling
b. handle
c. handles
d. handled
70. He found _____ very strange that no one had arrived yet.
a. it
b. that
c. being
d. was
71. Sarah borrowed a car _____ and went to the airport to meet her father.
a. from my one friend
b. from that of my friends
c. from my friend's
d. from a friend of mine
72. I _____ worked on the project until midnight, but I decided to go to bed early.
a. could have
b. may have
c. must have
d. can have
73. John is not going to invite those three girls again, _____?
a. is he
b. will he
c. is he not
d. will he not
74. My mother _____ spent an entire summer working on a potato farm.
a. once
b. at once
c. who once
d. once she
75. The concert in the park is scheduled for June 2. _____, it may be postponed if it rains.
a. Even though
b. However
c. Unless
d. In spite
76. The cat was angry because her food _____ by the dog.
a. had eaten
b. was eaten
c. being eaten
d. eaten
77. No one else wants it, but Michael will eat the piece of toast _____.
a. was burned
b. got burned
c. has burned
d. that got burned
78. I know someone who might rent that apartment. My aunt Susie _____ for a new place for months.
a. searching
b. is searching
c. will have searched
d. has been searching
79. If I had charged my phone before I left, I _____ have had to ask for directions.
a. could not
b. would not
c. will not
d. did not
80. _____ young children learn to talk, they usually can recognize most of their parents' words.
a. At the time of
b. On time
c. By the time
d. It is about time

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.

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Reading Passage 1

The following article comes from a newsletter published by the local library. Read the passage carefully and answer the questions that follow.

How maps have evolved

Globes and maps are useful tools to help people understand the geography of the world and navigate land. Globes often show borders of countries and bodies of water, as well as the topography, or the location and shape of land features, such as the heights of mountains or the depths of valleys. In addition, globes often show lines called latitude and longitude, to provide a **precise** location of an area on Earth. Maps, on the other hand, are more useful for travel and learning about smaller areas of land at a time. Maps tend to provide information about roads, distances, and places to visit.

When you need to find the address for a restaurant or the best way to drive to a cinema, you probably use maps on the internet or a smartphone. These tools can be essential for visiting a foreign place, avoiding traffic, or just finding an alternate route to a familiar location. But what did people do before all of the information about roads and borders was in the palm of our hands? People made maps.

The first maps ever produced were made by hand. Skilled artisans, or cartographers, used paint to draw borders, represent water and land, and label regions on parchment. Parchment is a flat, thin material that is made from animal hides, similar to leather. Later, maps were also painted or drawn with ink on paper and other materials such as wood. In order to **duplicate** these maps, people needed to carefully paint the same details over and over. Old maps depicted the world as the makers viewed it—many maps focused on only one region or highlighted the importance of a certain culture, language, or religion of the map's origin. Oftentimes, the center of the map would show the most important area or feature the cartographer wished to emphasize to viewers. Historically, maps served as tools for governments to make decisions, and guides for explorers and traders.

Over time, inventions have helped improve the accuracy and efficiency of making maps. Such advancements include magnetic compasses, the printing press, photography, and even cars! Nowadays, cartographers can print maps on paper, or use computers with special software to create one massive composite image from many smaller images. This software can stitch together images by using location data from where it was taken and common features in the images to depict our world in a virtual experience. Cars drive and people walk with cameras through regions of our planet taking images to send to the special software. From there, the software combines images and allows users to view a location as if they were actually there.

You may think that the map you access on your phone tells you the whole story about where you live, but local cartographer Steven Johns says otherwise. "As our world is constantly changing, so too should maps. Maps made during a certain time are snapshots of that time," explains Johns. He continues, "Maps aren't perfect because they are static and can't capture our ever-changing world. While the perfect map may not yet exist, old maps have a great deal to teach us about the history and future of our world."

So, if you ever want to explore our map archive, stop into the library and ask for our resident cartography expert!

81. According to the author, what is a globe useful for?
- calculating the distance between two houses in a city
 - understanding the general landscape of an area
 - finding a route to the nearest museum in a popular town
 - locating the place where two streets cross
82. Which of the following is closest in meaning to **precise** in Paragraph 1?
- complete
 - estimated
 - correct
 - exact
83. Which materials were used to make the earliest maps?
- paint and animal skins
 - leather and animal skins
 - thin paper made from wood
 - painted wood and ink
84. Which of the following is closest in meaning to **duplicate** in Paragraph 3?
- interpret
 - copy
 - design
 - produce
85. What skill was important for a cartographer making early maps?
- farming
 - navigation
 - artistry
 - literacy
86. What were maps important for in early times?
- planting new crops
 - visiting distant family
 - learning a new language
 - making governing judgments
87. How have computers improved mapping abilities?
- They allow users to become cartographers without training.
 - They allow users to alter the content of maps on their devices.
 - They allow cartographers to compare new and old versions of maps.
 - They allow cartographers to merge related images into a single map.
88. What is one way maps of today are different from historical maps?
- They are more beautiful.
 - They are more data driven.
 - They are more difficult to create.
 - They take longer to use correctly.
89. Which statement would Steven Johns agree with?
- Outdated maps and new maps are both informative.
 - Old maps only provide information about land, not people.
 - Historical maps are essential resources for creating new maps.
 - Technology will enable cartographers to develop the perfect map.
90. What is the main purpose of this passage?
- to explain how technology allows cartographers to make perfect maps
 - to describe how the purpose for maps has changed over time
 - to explain how map-making has changed due to technology
 - to describe the most accurate way of making a map

Reading Passage 2

The following article appeared in a magazine about popular psychology. Read the passage carefully and answer the questions that follow.

Does talent ensure success?

We all know someone who is a skilled athlete, an amazing musician, or a math whiz. There are people in every field who stand out and eventually rise to great heights in their area of expertise. How does this happen? Is it because these people are gifted from birth? Or do the lucky ones at the top of their field exemplify a quality that any of us could develop?

The answer to this question has been debated for many years. Canadian journalist Malcolm Gladwell popularized a concept called the 10,000 Hour Rule in his best-selling book *Outliers*. Gladwell argues that people who have risen to the top of their field typically have practiced and honed their craft for at least 10,000 hours. In other words, their advanced skills result from dedicated focus and effort over many years. He cites examples of professional athletes, leading software innovators, and successful musicians, all of whom spent an inordinate amount of time practicing in their youth.

Another proponent of the idea that success comes from effort over inborn talent is Geoffrey Colvin, author of the book *Talent is Overrated*. Colvin states, “Some 40 years of research show that specific, **innate** gifts are not necessary for great performance. Great performance is far more available than most people realize.” Colvin’s claims add support to Gladwell’s basic stance that natural talent is not necessary for success. However, Colvin expands on the idea and explains that high achievement may not simply come from the hours spent practicing, but that a person’s mindset is also a key factor.

Colvin notes that people react differently to various personal setbacks. People who believe that they can overcome obstacles through their own efforts can and usually do. However, others who view setbacks as failure that is beyond their control may interpret failure as **validation** that they do not have what it takes to succeed. Unfavorable outcomes might make some people give up, and by doing so, they solidify their fate, accepting that they do not have the talent or ability to succeed in their field. Colvin documents how a person’s mindset, or reaction to adversity, has been shown to be significant in predicting success in many areas.

Additionally, many academic studies, including work done by Professor Zach Hambrick at Michigan State University, have concluded that deliberate practice only makes a small difference in ultimate achievement levels, and that the effect of practice is highly dependent on the field or domain. In particular, practice is more effective in domains in which the tasks and skills needed are highly predictable, e.g., playing chess, classical music, or running at an elite level, but less effective when those tasks and skills are more variable, such as entrepreneurship or handling an aviation emergency.

Despite the fact that inborn ability does exist in the world, it appears that natural talent, even if present, does not guarantee or predict success. Success or high performance in any area depends on mental habits of perseverance and dedication, practice, as well as talent itself.

91. What does Malcolm Gladwell believe about success?
- The amount of time spent practicing is critical.
 - People with in-born talent do not need to practice as much.
 - Successful people practice more efficiently than others do.
 - People who have not practiced for 10,000 hours are unlikely to succeed.
92. Which of the following is an example of the 10,000 Hour Rule?
- a successful salesperson who works overtime at a new job
 - a successful golfer who has golfed since she was young
 - a successful violinist who teaches lessons every night
 - a successful web designer who dedicates months to each project
93. Which of the following is closest in meaning to **innate** in Paragraph 3?
- something that pleases you
 - something you grew up with
 - something you are born with
 - something easily identified
94. What is Colvin's basic message about performance?
- Anyone can be great if they work very hard.
 - People with talent get more support.
 - High performers may lack talent.
 - Optimism leads to greatness.
95. How are the theories of Colvin and Gladwell similar?
- They both believe that success does not rely solely on talent.
 - They both believe that successful people are great leaders.
 - They both believe that success is its own reward.
 - They both believe that successful people must continue to practice.
96. Which of the following is closest in meaning to **validation** in Paragraph 4?
- inspiration
 - denial
 - proof
 - agreement
97. According to Colvin, why should people avoid giving up when faced with a setback?
- Giving up is an admission of having inadequate talent.
 - Giving up means that all time spent practicing has been wasted.
 - Giving up decreases the chances that others will help you succeed.
 - Giving up creates a mindset of personal weakness that is difficult to overcome.
98. What does Dr. Hambrick argue about practice?
- It is most important in sports.
 - It is effective when done correctly.
 - It must be continued during success.
 - It will not lead to success automatically.
99. According to Dr. Hambrick, in which of the following activities would practice be most effective?
- writing poetry
 - playing tennis
 - teaching kindergarten
 - designing clothes
100. What is the author's purpose in this passage?
- to dispute some claims about practice
 - to show that talent does not guarantee success
 - to explain that failure is a necessary learning tool
 - to encourage students to pursue a practical career

Reading Passage 3

A few weeks ago, a friend of yours told you about her experience with synesthesia. You were curious, so you decided to read the following article to learn more about it. Read the article carefully and answer the questions that follow.

Synesthesia

Most people like you and me hear sounds when they happen, smell the scents around us, and we see letters and numbers written down on paper. We also see colors. For most people, these are all separate occurrences. For some, though, about 1 in 300—they sometimes overlap. This is synesthesia, a brain condition in which two or more senses overlap. For example, some synesthetes taste in color—they still taste the way other people do, but they also experience a specific color, which may be unrelated to the food, along with a specific taste. For example, the taste of vanilla might be “green” even though the food itself is white. Another person with synesthesia may “feel” certain sounds in different parts of the body, e.g. guitar sounds tickle her ankles whereas violin notes are felt on her face.

This is not a new phenomenon, but it is more common to talk about now. For many years, people would be ridiculed if they said they heard colors and saw sounds. They either were not believed or were thought to be crazy. As a result, most synesthetes learned to keep it to themselves. Other than for a brief period in the 1930s, it was not taken seriously in the world of science. Then, in 1975, a Yale University scientist took a different approach. He published a paper on the history of synesthesia, and curiosity was **piqued**.

Shortly after that, in the early 1980s, Dr. Simon Baron-Cohen conducted a study to prove whether or not people were making it all up. He gave a synesthete a list of 100 words and asked her to indicate the color associated with each word. One year later, he repeated the test, and found that her responses matched more than 90% of the time. When this same experiment was conducted with people who did not have synesthesia, and were given the second part of the test only two weeks later, their responses matched only 20% of the time.

Since then, many more studies have been conducted to understand this phenomenon. MRI exams, in which the brain is scanned with magnetic imaging, can show which areas of the brain **light up** during certain tasks. For people with synesthesia, the areas of the brain that process vision (as well as the areas that process auditory—or sound—signals) are activated in response to sound. People without synesthesia, though, have only the auditory places in their brain activate in response to sound.

Researchers now understand that synesthesia is a true condition. While they can explain some of what happens in the brain, much is still unknown. Some posit that people with synesthesia are born with extra neural connections in their brains that allow for more senses to register simultaneously. Others believe that we are all born with these extra connections between neurons but that we lose them as we grow from infants to toddlers. We do know that adults who have synesthesia are more likely to be female, more likely to be left-handed, and more likely to be related to someone else with synesthesia. Scientists hope to soon understand not just the what but the how and why of what happens in the brains of people with synesthesia.

101. Which of the following best defines the phenomenon of synesthesia?
- The mind combines perceptions from more than one sense.
 - The mind has difficulty processing sensations.
 - The mind has trouble distinguishing similar sensations.
 - The mind invents unique and novel sensations.
102. If a person in 1960 said they had synesthesia, what would probably have happened?
- They would have been studied by scientists.
 - They would have been given medicine.
 - They would have been laughed at.
 - They would have been ignored.
103. Why was synesthesia NOT discussed in the past?
- Many people thought it was not real.
 - The condition was quite rare.
 - Most people grew out of it as they got older.
 - Modern brain images were not available yet.
104. Which of the following is closest in meaning to **piqued** in Paragraph 2?
- refreshed
 - started
 - increased
 - accepted
105. What was the result of Dr. Baron-Cohen's research?
- It suggested synesthesia was only real in 20% of his patients.
 - It was not able to prove synesthesia in anyone.
 - It led to the first diagnosis of synesthesia.
 - It proved that people with synesthesia were not inventing answers.
106. Which of the following is closest in meaning to **light up** in Paragraph 4?
- process vision
 - are active
 - send signals
 - become colorful
107. What did MRI scans show about how synesthetes process sound signals?
- The signals are processed more quickly.
 - The signals are processed more intensely.
 - The signals are processed in multiple areas.
 - The signals are processed at multiple times.
108. How does the article characterize our knowledge of synesthesia today?
- Scientists hope to develop new treatments for synesthesia.
 - Scientists agree that synesthesia happens but not on why.
 - Scientists hope to find more people with synesthesia.
 - Scientists believe synesthesia is becoming more common.
109. What do researchers hope to study next?
- why we still do not fully understand synesthesia
 - how to predict who will have synesthesia
 - why people lose synesthesia with age
 - how brains develop synesthesia
110. Which of the following best summarizes the article?
- Synesthesia was not always believed but is now better recognized.
 - Synesthesia causes a person to experience inaccurate senses.
 - Synesthesia is getting more research attention than in the past.
 - Synesthesia produces excessive senses in the brain.

Reading Passage 4

The following article about sleeping appeared in a health magazine. Read the passage carefully and answer the questions that follow.

Sleep health

We spend one-third of our lives sleeping, or at least we ought to. As we jam more things into our already busy schedules, sleep is often the first thing to be sacrificed. People are getting less and less sleep in an effort to be more productive. But how healthy is this?

The National Sleep Foundation (NSF) in Washington, D.C. recently brought together eighteen leading scientists to review articles from research journals and work together to determine the typical amount of sleep people at various ages need each night. They concluded that babies need 14-17 hours of sleep per day, preschoolers need 11-13 hours, children ages 6-13 need 9-11 hours, teenagers ages 14-17 need 8-10 hours, adults need 7-9 hours, and seniors age 65 and over need 7-8 hours. Our sleep needs decrease as we age, but even the lowest ranges given have seven-hour minimums. However, according to a recent poll, 40% of people report getting 6 hours of sleep or less each night.

The NSF stresses that they can only make recommendations based on the population at large and that each individual person will have different needs. They recommend asking yourself a series of questions, including how much sleep you require to feel rested, if you have trouble getting to sleep, and if you rely on caffeine to stay alert during the day. Because people with tremendous “**sleep debt**” have forgotten what being truly rested feels like, people should try sleeping more each night for one week. In order to really focus on the value of getting enough sleep, pay careful attention to your mood and energy level after a good night’s sleep and compare it to how you feel after a poor night’s sleep.

Fighting against quality sleep is the fact that there are many stimulants in our lives today. Caffeine is the most commonly thought-of **culprit**. It blocks adenosine, the chemical signal that tells your brain it is getting tired. Without adenosine, your body still needs rest, it just does not recognize that need. It is easy to incur a sleep debt when you are constantly hiding your tiredness from yourself.

One stimulant that might surprise some people is electronic screens. Our brains make a hormone called melatonin that helps regulate our bodies’ cycles of wakefulness and sleep. Artificial light from electronic devices such as televisions, computers, tablets, and smartphones trick our bodies into thinking it is daytime, so our brains do not produce as much melatonin and we stay awake and alert instead of becoming drowsy as nighttime approaches. This has long affected adults, but with an increase in children’s usage of smartphones and tablets, it is now affecting the sleep patterns of the population at large.

The key to solving this problem is to make sleep a priority. Many people look at sleep as something to do after they have done everything on their to-do list, when really getting a full night’s sleep needs to be on the to-do list. It should not be sacrificed in the struggle to do more tasks. You’ll be more awake and able to do your other work efficiently after a good night’s sleep.

111. According to the article, why do people often give up their sleep?
- They want to get work done.
 - They believe sleep is not that important.
 - They do not know the official recommendations.
 - They disagree with what the NSF recommends.
112. How did the NSF decide on sleep recommendations?
- It computed averages for people in different locations.
 - It performed experiments to see how much sleep people need.
 - It conducted a poll to see how much sleep people were getting.
 - It had experts in the field work together to make a recommendation.
113. According to the article, why should you ask yourself questions about your sleep?
- to figure out your own needs
 - to decide whether the experts are right
 - to prepare for a professional evaluation
 - to determine which category you belong in
114. Which of the following is closest in meaning to **sleep debt** in Paragraph 3?
- a poor night's sleep
 - a reliance on stimulants
 - a lack of sleep over time
 - a loss of memory due to low sleep
115. Which of the following is closest in meaning to **culprit** in Paragraph 4?
- signal
 - issue
 - cause
 - sensation
116. How does caffeine keep a person awake?
- It increases the body's energy levels.
 - It makes the body feel as if it were rested.
 - It provides essential nourishment to the brain.
 - It counteracts a natural chemical in the body.
117. What does melatonin do?
- It signals a person's brain that it is daytime.
 - It controls a person's overall pattern of sleep.
 - It stimulates a person in a similar way to caffeine.
 - It triggers the body to tire of using electronic devices.
118. According to the article, which of the following can lead to a reduction in melatonin?
- an increase in artificial light
 - an increase in caffeine consumption
 - a decrease in usage of smartphones and tablets
 - a decrease in the amount of sleep a person gets
119. What would be most helpful for someone who has difficulty falling asleep?
- watching a movie to relax
 - making a to-do list for the next day
 - doing work only after a good night's sleep
 - turning off your cell phone before bedtime
120. Why does the article mention a to-do list?
- to recommend a way to fall asleep
 - to emphasize the importance of sleep
 - to suggest people finish more tasks during the day
 - to help people prioritize certain tasks before sleeping

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

