

Name \_\_\_\_\_ Seat Number \_\_\_\_\_

# MSU-CELC

Certificate of English Language Competency

## Practice Test 2 (Revised Format)



**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-CELC 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. Some teachers believe that students should spend less than half an hour on homework each night to give their minds a rest. Other teachers say that students should do 1-2 hours of homework on most nights in order to thoroughly understand their lessons. How much time do you think students should spend on homework each night, and why? Be sure to support your answer with examples, reasons, and explanations.

OR

2. Different people like or value different characteristics in a pet. For example, some people like pets with lots of energy, and others prefer pets that are calm. What are the most important characteristics of a good pet, and why? 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-CELC Test of English Listening Ability

This section of the test is designed to evaluate your listening ability.

You should have three things in front of you:


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

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

### Instructions for the Listening Ability section

This section has three main parts. Part 1 has short conversations and Part 2 has longer conversations. Part 3 contains a speech and a long conversation.

- There are 30 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, followed by a brief description of the situation that is also printed in the test booklet after the words, “**Here is the situation.**”

You will 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.

### Example:

#### A missing textbook

**Here is the situation:** You are visiting your friend at his home in the evening. He is getting his things ready for school the next day, and asks his mother about one of his school books.

When did the boy last have his math book?

- a. in the morning
- b. in the afternoon
- c. a few days ago

#### 1. An email

**Here is the situation:** A man asks a woman about an email he had sent to her the day before.

What happened to the email that the man sent to the woman?

- a. She never received it.
- b. She did not have time to read it yet.
- c. She deleted the message.

#### 2. Working at the restaurant

**Here is the situation:** Kathy’s boss is talking to her at work during the afternoon in a restaurant.

Why does the man want Kathy to make a phone call?

- a. He needs to change a customer’s reservation.
- b. He needs to bring in another employee.
- c. He wants to order extra food for tonight.

#### 3. A ride home

**Here is the situation:** Jason’s mother asks him a question about his brother.

What will Jason’s brother be doing while Jason is playing tennis?

- a. practicing with his sports team
- b. picking up a friend from school
- c. completing an assignment

#### 4. Studying at the library

**Here is the situation:** During the afternoon some students are waiting in the library for William and Alison to join their group.

Why have William and Alison NOT joined the group yet?

- a. Alison did not know about the meeting.
- b. They did not want to meet at the library.
- c. William could not find the meeting place.

#### 5. An invitation

**Here is the situation:** During lunchtime, Mary’s friend invites her to go to the beach.

What does Mary decide to do?

- a. stay home and study all day
- b. study a little and then go to the beach
- c. go to the beach now and study later

#### 6. School discussion

**Here is the situation:** It is the middle of the week, and Lisa’s friend asks her about an assignment.

What advice does Lisa give her classmate?

- a. finish one assignment before starting another
- b. begin an assignment as soon as possible
- c. speak to the teacher

#### 7. Fixing an old bike

**Here is the situation:** A young woman has taken a bicycle to a repair shop. She asks the man working there if he can help her.

What does the man do to the bicycle seat?

- a. He replaces it.
- b. He lowers it.
- c. He raises it.

## Part 2—Longer conversations

In this section you will hear longer conversations. Each conversation has a short title to tell you what it is about, followed by a brief description of the situation that is also printed in the test booklet after the words, “**Here is the situation.**” Before listening to each conversation you will read 2 to 4 questions. Listen to each conversation and answer the questions that appear in your test booklet.

### 8–11. Taking a hike

**Here is the situation:** It is a Saturday, and two friends are talking about whether they should go hiking in the mountains.

8. What does the man think about the rain?
  - a. It will make the hike more interesting.
  - b. It will not be a big problem.
  - c. It will make them buy rain gear.
9. Why is the woman concerned about going on a hike?
  - a. She is worried about getting wet.
  - b. She thinks they will not really enjoy the scenery.
  - c. She thinks they should stay home and study.
10. Why does the man want to go hiking?
  - a. He feels they need time to relax.
  - b. He thinks it will make studying easier.
  - c. He wants to see how the mountains look in the clouds.
11. What does the woman decide?
  - a. She does not want to wear rain gear.
  - b. She wants them to get an early start.
  - c. She wants to get more exercise.

### 12–14. Helping around the house

**Here is the situation:** During the morning, John’s mother asks him to take care of his younger brother later that day.

12. Why does the mother ask John to watch his younger brother during the afternoon?
  - a. She will not be home.
  - b. She will be home, but busy with a conference call.
  - c. She is not feeling well.
13. Why is John’s older sister, Julie, NOT taking care of the younger brother?
  - a. She usually does it and wants a break.
  - b. She needs to apply for a driver’s license.
  - c. She is doing a school assignment away from home.
14. What does the boy feel is unfair?
  - a. His sister is allowed to go to the library today.
  - b. His sister is treated differently than him.
  - c. His sister always comes home later after school.
15. What does the boy finally do in the end?
  - a. He refuses to help.
  - b. He accepts his situation.
  - c. He decides to help his sister.

### Part 3—Extended discourse

In this section you will hear a speech and a long conversation. Before listening to each passage, you will have time to read the questions. Each passage has a short title to tell you what it is about, followed by a brief description of the situation that is also printed in the test booklet after the words, “**Here is the situation.**” You will listen to each passage twice, and then you will answer a series of questions that appear in your test booklet.

#### 16–22. Teen Changemakers

**Here is the situation:** Your friend Tess wants to be a journalist and is learning about podcasting as a way to share stories. She makes a podcast about teenagers doing interesting and important things. You download the latest episode and listen on your way to school.

16. How does Tess react to getting a low grade when she did not do her best?
  - a. She tries to forget how she feels about the grade.
  - b. She tries to talk to her teachers about the grade.
  - c. She tries to keep the bad feeling in mind.
17. Why did Tess stop questioning the low grades she got?
  - a. She does not like to argue.
  - b. She does not trust her teachers.
  - c. She does not have enough time.
18. Where did Gregory Watson get information for his assignment?
  - a. from his teacher
  - b. from the government
  - c. at the library
19. When can changes be made to the constitution?
  - a. when enough people support the idea
  - b. when the president agrees they are needed
  - c. when enough time has passed since their introduction
20. How did Gregory Watson react when he got a “C” on his paper?
  - a. He agreed that he needed to improve his writing.
  - b. He negotiated for a higher grade from his teacher.
  - c. He decided to show that his research was important.
21. How did the law change as a result of Gregory Watson’s work?
  - a. It is harder for government officials to change the law.
  - b. It is harder for government officials to ignore deadlines.
  - c. It is harder for government officials to change their own pay.
22. What happened to Gregory’s paper after nearly 30 years?
  - a. It received a new, higher grade.
  - b. It was saved in the school’s library.
  - c. It was read by government officials.



### Part 3—Extended discourse, continued

#### 23–30. Fishing with Dad

**Here is the situation:** It is early in the morning and you have gone with Samantha and her father on a fishing trip. You find their father-daughter conversation interesting.

23. Why did Samantha go fishing with her father?
  - a. She woke up early and could not sleep.
  - b. He asked her for help.
  - c. She was curious about it.
24. What part of going fishing was difficult for Samantha?
  - a. finding the fish
  - b. feeling bored
  - c. getting up early
25. How often does the father fish?
  - a. frequently
  - b. occasionally
  - c. rarely
26. Why does the father mention “Uncle John”?
  - a. Uncle John also enjoys quiet time by himself.
  - b. Uncle John sometimes goes fishing with him.
  - c. Uncle John prefers exercise to going fishing.
27. How does the father feel about Samantha potentially working in finance?
  - a. He thinks bankers have to work harder than people in other careers.
  - b. He thinks she can succeed, regardless of the challenges.
  - c. He thinks other parents would approve of her choice.
28. How is Samantha’s father different from some of her friends’ parents?
  - a. He has not told her which career to choose.
  - b. He enjoys spending time together on the weekend.
  - c. He is not part of a family business.
29. What did Samantha’s grandfather do when her father was young?
  - a. He sold boat equipment.
  - b. He worked as a fisherman.
  - c. He worked at a big fishing company.
30. Why did Samantha’s grandfather change careers?
  - a. His first job was too boring.
  - b. His first job was too dangerous.
  - c. His first job did not pay well.

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

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# Grammar you can use!

## MSU-CELC Test of English Grammar

### Instructions


- This grammar test has 30 questions.
- You have 20 minutes to answer all 30 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  
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31. Jesse's mother thinks that he \_\_\_\_\_ do more household chores.  
a. should  
b. should to  
c. should have  
d. should have been
32. I \_\_\_\_\_ about my math exam next week.  
a. am concerning  
b. am concerned  
c. concern  
d. will concern
33. The picture on the wall \_\_\_\_\_ straight by my father.  
a. was not hung  
b. not hang  
c. is not hanging  
d. not hung
34. There are many things that the two schools have \_\_\_\_\_.  
a. common  
b. to be common  
c. commonly  
d. in common
35. \_\_\_\_\_ Tom studied hard, he did not pass the test.  
a. Even if  
b. Although  
c. However  
d. Despite
36. He \_\_\_\_\_ me three times this week.  
a. was visiting  
b. would visit  
c. visits  
d. has visited
37. The boy does not like apples. \_\_\_\_\_, he eats them because his mother insists on healthy snacks.  
a. Besides  
b. Finally  
c. However  
d. Similarly
38. Linda likes many kinds of music, \_\_\_\_\_ jazz and classical.  
a. includes  
b. including  
c. included  
d. to include
39. Due to past problems with dishonest customers, the store owner said he would \_\_\_\_\_ allow refunds if the original packaging had been opened.  
a. no longer  
b. no more  
c. no greater  
d. no better
40. Jack decided to do his chores in the morning rather than \_\_\_\_\_.  
a. was waiting  
b. his waiting  
c. had been waiting  
d. waiting
41. I am not going to Sam's party. I am going to the game \_\_\_\_\_.  
a. regardless  
b. otherwise  
c. rather  
d. instead
42. He failed to catch the ball, which flew past him into the expensive vase just as his parents \_\_\_\_\_ in the front door.  
a. walk  
b. are walking  
c. were walking  
d. had walked
43. For children, typing speed \_\_\_\_\_ closely connected to their interest in computers.  
a. seem to be  
b. seems to be  
c. that seems to be  
d. to seem to be

44. Would you mind \_\_\_\_\_ me with this?
- to help
  - helping
  - help
  - to be helping
45. \_\_\_\_\_ wanted to go to the concert with me.
- None
  - Anyone
  - No one
  - Anybody
46. Marisa \_\_\_\_\_ her brother the moment she landed in Phoenix.
- texts
  - is texting
  - has texted
  - texted
47. Carolyn insists on \_\_\_\_\_ a nice dinner whenever guests are in town.
- cook
  - cooks
  - cooking
  - cooked
48. I know we have a basketball game next Friday, but I cannot remember who we are playing \_\_\_\_\_.
- by
  - against
  - around
  - on
49. "Monica, have you finished doing your chores?" "No, Mom, I \_\_\_\_\_ even started yet."
- will have
  - will not
  - have not
  - had not
50. By the time Jill arrived, Jeff \_\_\_\_\_ for class already.
- is leaving
  - will leave
  - has left
  - had left
51. Andrew loves his new soccer team, but he misses \_\_\_\_\_ with his old friends.
- to play
  - was playing
  - played
  - playing
52. If you \_\_\_\_\_ to the party, you would have seen her.
- had gone
  - will have gone
  - would go
  - were going
53. I do not remember him \_\_\_\_\_ in that class.
- being
  - is being
  - was being
  - has being
54. Have you heard from Stephen lately? I gave him a call last week, but I have not heard from him since \_\_\_\_\_.
- now
  - then
  - this day
  - until then
55. I have not decided \_\_\_\_\_ I will go to the concert yet.
- what
  - to
  - which
  - whether
56. Students who \_\_\_\_\_ access the website should contact the teacher immediately.
- are unable to
  - are able to not
  - were not able
  - have been unable
57. The children made breakfast for their mother \_\_\_\_\_ a sign of their love for her.
- that
  - to
  - as
  - was

58. No one can get on the plane \_\_\_\_\_ they have shown a photo ID.
- a. since
  - b. although
  - c. whether
  - d. unless
59. Lenny could not hold all of the pencils in his hands—there were too \_\_\_\_\_ of them.
- a. much
  - b. many
  - c. most
  - d. more
60. The book must be returned to the library \_\_\_\_\_ two weeks.
- a. by
  - b. since
  - c. within
  - d. from

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


# Read about it!

## MSU-CELC Test of English Reading Ability

### Instructions

This reading test has four passages. Each passage is followed by a series of questions.

- You have 50 minutes to answer all 30 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  
until you are told to do so.

## Reading Activity 1

**Here is the situation:** Your friend is studying at a university and complains to you that she never gets any exercise. You find this advertisement for the Student Recreation Center on the university's website and decide to read it and maybe tell your friend about it. *Read the advertisement and answer the questions that follow.*

### Student Sports



Our Student Sports program **runs** two types of leagues in a variety of team and individual sports: a competitive league for serious players and a “just for fun” league for everybody else. In the competitive league, each team will compete three times per week for a 10-week period. The team with the most victories will win a prize at the end of the tenth week. In “just-for-fun” leagues, teams play only on weekends, and there are no prizes awarded. Both types of leagues offer volleyball, soccer, softball, tennis, golf, basketball, and more than a dozen other sports. It is a great opportunity to hang out with your friends, make new friends, and get some exercise at the same time.

The spring season is coming soon, and it is easy to get started. Stop by the Student Sports desk in the Student Recreation Center or go online to [www.studentrec.ouruniv.edu/studentsports](http://www.studentrec.ouruniv.edu/studentsports). Whether you come down to visit the center or register online, you will have to fill out a simple form. On this form you will be asked for your name, phone number, email address, your ability level (beginner, intermediate, or advanced), and the times you are free to play.

If you want to play a team sport, you can sign up as a complete team if you have enough people, as a partial team if you just need a few additional players, or as an individual “free agent” if you do not have a team of your own but would like to join someone else’s partial team. For partial teams and free agents, we have a message board online that you can use to find enough people for a complete team. If you have any trouble, visit us at the Student Sports desk and we will be happy to help you out.

So why not pick up your cellphone and send one more text: Tell your friends that the last day to sign up for the spring season is March 1! Do not wait until the last minute—if you sign up for early registration before February 21, you will get free tickets to our famous Beach Volleyball Picnic coming up on March 15!

Here at the Student Recreation Center, we truly believe that getting fit is fun. We hope you will be joining us for another great season of Student Sports!





61. Which of the following is closest in meaning to **runs** in Paragraph 1?
- finds
  - completes
  - exercises
  - organizes
62. What is one difference between competitive leagues and “just-for-fun” leagues?
- how often the teams play
  - how much an individual pays to join a team
  - what kind of sports people play
  - how many players are on a team
63. What information should you give when you register?
- where you will sign up
  - your favorite sports team
  - the level of skill you have
  - how often you practice your sport
64. What is the difference between partial teams and complete teams?
- A partial team is less serious.
  - A partial team needs more players.
  - A partial team gets fewer messages.
  - A partial team is formed only with free agents.
65. What is a free agent?
- a person who wants to join a team
  - a person who plays individual sports
  - a person who can only play one sport
  - a person who does not pay for a membership
66. What should you do if you cannot complete your team?
- use the e-mail list online
  - consider playing a different sport
  - encourage your friends to register early
  - ask for help at the Student Sports desk
67. When do you have to sign up?
- immediately
  - by February 21
  - by March 1
  - by March 15
68. How can you attend the Beach Volleyball Picnic for free?
- sign up for more than one league
  - sign up for the spring season early
  - register for the volleyball tournament
  - get your friends to register in time

## Reading Activity 2

**Here is the situation:** Your family is thinking about hosting some music students for a few days. While reading about the program online, you see this email exchange between a special events coordinator and a student. *Read the emails and answer the questions that follow.*

### Looking for host families

Dear students and parents,

Would you consider opening your home for a weekend to international student musicians? We are in need of your assistance in finding **temporary** housing for about 40 students in the International Arts Orchestra for the last weekend in July. This is a hard-working group of high school students who, through the International Arts Society, are traveling to six different countries this summer performing classical and contemporary music.

Students will need a place to stay for two nights with local families, as, unfortunately, all local hotels are full at this time due to the world-famous William Shakespeare Festival happening in town that same weekend. The students will be arriving on Friday, July 28, and leaving on Sunday, July 30. Host families will meet and pick up their guests after the concert on Friday evening. Saturday is a free day for students and a time for sightseeing or rest. On the last day, host families will bring students to their bus in the high school parking lot at 1:00 p.m. for a 1:30 p.m. departure to their next city.

In exchange for hosting, families receive free admission for four people to the local Friday concert. Commitments from host families are needed as soon as possible. Please contact Alan at the email address below to make arrangements. Thank you for helping out! We know you will enjoy getting to know a student from this fine student orchestra.

Thank you,  
Alan  
[alan@internationalarts.org](mailto:alan@internationalarts.org)

### Re: Looking for host families

Dear Alan,

My family might be able to host a student, but we have a few questions first. Can we specify a boy or girl to host? We would prefer a boy, because there is an extra bed for another person in my room, but not in my sister's room. Also, do the students speak English? Where are they from? Do we need to make special arrangements, or are they open to being part of our normal family life for the weekend?

Also, I would like to mention another potential host family. My neighbors do not have children currently attending school and probably did not receive your request, but they have a guest room in their house and they might be able to host at least one student. If you would like to contact my neighbor, her name is Vicky Nelson and her email is [vnelson@interweb.com](mailto:vnelson@interweb.com).

Thank you, and I look forward to hearing from you.

Bill Gianetti

69. Which of the following is closest in meaning to **temporary** in Paragraph 1?
- low-cost
  - short-term
  - nearby
  - appropriate
70. Why are host families needed for the group?
- They want to meet students from other countries.
  - The hotels in town have no rooms available.
  - Staying with host families is cheaper than hotels.
  - Host families can entertain students for the weekend.
71. What will members of the group do on Friday?
- perform a concert
  - arrive at their hotel
  - practice music
  - travel to another city
72. What happens in the evening immediately after the concert?
- The group will go sightseeing.
  - The group will meet their hosts.
  - The group will get ready for the next concert.
  - The group will travel by bus to the next city.
73. Who will get free admission to the concert?
- all student musicians
  - musicians' family members
  - the first four people to reply
  - people who host a traveler
74. What is the main purpose of the first email?
- to get people to come to the concert
  - to interest people in traveling with the group
  - to arrange weekend activities in this city
  - to find places to stay for travelers
75. Bill thinks that \_\_\_\_\_ probably did NOT receive the request for host families.
- his sister
  - Vicky
  - Alan's neighbor
  - local parents

### Reading Activity 3

**Here is the situation:** Your parents found the following article about differences between toys for girls and toys for boys. They want to know your opinion on the subject. *Read the article and answer the questions that follow.*

## Toys: Playing it neutral



In the United States today, things such as toys and clothing are often divided by genders. That is, things made for boys are usually blue and things made for girls are usually pink. Other colors are mixed in, of course, but these two colors largely define and divide gender for children. In the 1920s, the United States offered toys divided by gender, but not color. There were toy stoves and baby dolls advertised for little girls, who were expected to grow up to cook and raise families, and there were building sets and science kits advertised for little boys who were expected to be engineers and scientists. Fifty years later, in the 1970s, a dramatic shift took place. In the United States in general, there was less of a gender divide, as fewer women were staying home to cook and clean and instead were choosing to work in jobs outside the home. Toy catalogs from the time reflected that change, as girls were shown playing with doctor kits and boys were shown playing with toy kitchens. Color was not yet an issue. Fewer than 2% of toys were advertised as “boy toys” or “girl toys.”

This change did not last long, however. Although women continued working alongside men in jobs, children’s toys soon made gender differences **explicit** again. In the 1990s, toys were made pink for girls and blue for boys. There was less difference in types of toys—toy cars and children’s bikes, for example, were now made for both genders—but they were clearly intended to be separate: girl toys used girl colors, while boy toys used boy colors. This trend continues today.

Some say that a toy should be marketed to all children, not just to boys or just to girls. Many letters were written about this to a famous toy company that makes popular plastic building bricks. The toy bricks are usually sold separately in boy or girl colors, and sets come with boy characters as scientists or builders and girl characters as fashion models or hairdressers. The company listened. After receiving the letters, the toy company developed a set of toy bricks with a new girl character who was a scientist. The set sold out in just one day. Hopefully, in the future, we will be able to see more sets of toys designed for all children to enjoy.



76. What was different about toy catalogs in the 1970s?
- Women started designing the catalogs.
  - The catalogs were printed in color.
  - The catalogs attracted children's attention.
  - Children were shown playing in new ways.
77. By the 1970s, what had changed in the United States?
- More women were getting jobs.
  - More companies were advertising toys.
  - More children were playing with gender-specific toys.
  - More toys were for boys or girls only.
78. What happened to toys in the 1990s?
- New types of toys were made.
  - More toys were made for boys than girls.
  - They were divided based on color.
  - The colors for genders switched.
79. Which of the following is closest in meaning to **explicit** in Paragraph 2?
- clear
  - popular
  - traditional
  - controversial
80. Why were letters written to the toy brick company?
- to ask them to use more colors in their building bricks
  - to ask them to put girl characters in their toy sets
  - to ask them to sell toys separately based on color
  - to ask them to avoid marketing toys for boys and girls
81. According to the article, what happened when a toy set was made with a girl scientist?
- Some parents were unhappy about it.
  - All the new toy sets were bought right away.
  - Boys were excited to buy the new toy set.
  - Girls preferred the fashion model characters.
82. What is the author's opinion about toy colors?
- The author disapproves of boy colors and girl colors.
  - The author likes the way toys were divided in the 1920s.
  - The author hopes toys will be made with more boy and girl colors.
  - The author does not want to buy new toy sets.
83. What time period does this article focus on?
- mostly 1920s
  - mostly 1970s
  - mostly 1990s
  - 1920s through today

## Reading Activity 4

**Here is the situation:** You are thinking about getting a pet and find this article about choosing a dog as a pet. *Read the article and answer the questions that follow.*

### Choosing a dog



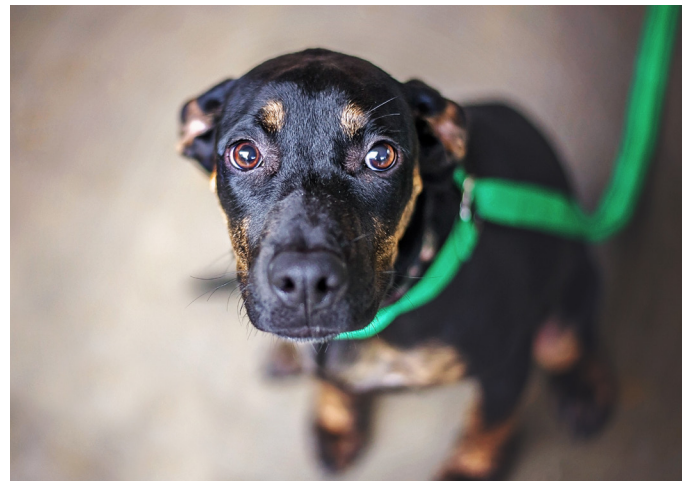
Before you decide to get a dog as a pet, you have to ask yourself a few questions. Do you have time for it? Dogs are social animals. Will you be able to take care of it and play with it? Do you have enough space for it to get exercise?

When you finally make the decision to get a dog, you have to think about whether you want a puppy or an older dog. Many people think a puppy is best, but this is not always true. Puppies look cute, but it is impossible to be sure whether a puppy will grow into a friendly dog or an aggressive dog. You also have to spend a lot of time training a puppy. With an older dog, you can already see its personality, and most older dogs have already been trained. Besides, many dog shelters are looking for people to adopt older dogs that other people do not want. You may be able to save a dog's life.

Is there any way to really tell what kind of a dog a puppy will grow up to be? There is one technique that some experts use. When you are sitting down and the puppy is on your lap, try turning it over and petting its stomach. If the puppy fights this, it will probably be more aggressive and harder to train. If the puppy lets you do this, it probably trusts you and will listen to you more willingly. Still, there are no guarantees, and there is always some risk when choosing a puppy.

It is often the case that a friendly puppy will grow up to be the same kind of adult. Anxious, nervous puppies will often grow into **distressed** adults. If possible, buy a puppy from someone who has kept them in their home. This enables them to become used to people and household activities. Puppies that are raised in cages tend to have more problems as they grow older.

How old should a puppy be when you get it? People used to think it was best to get a dog when it was three or four weeks old. Now experts think it is better to wait until the dog is two or three months old before you bring it home.



84. According to the author, what is one disadvantage of choosing a dog when it is still a puppy?
- It cannot be trained successfully until it becomes an adult.
  - Puppies are in demand and often not available at animal shelters.
  - It is difficult to give a puppy all the play and exercise it needs.
  - It is difficult to tell how its personality will change as it gets older.
85. According to the passage, how can you save a dog's life?
- by getting an adult dog
  - by assisting a sick or injured dog
  - by training it to live with people
  - by getting a dog from the street
86. How can you tell if a puppy might grow up to be aggressive?
- It runs away when you touch it.
  - It is very difficult to train as a puppy.
  - It jumps up on you when you are sitting.
  - It tries to protect its stomach.
87. Which of the following is closest in meaning to **distressed** in Paragraph 4?
- quiet
  - upset
  - lazy
  - unusual
88. What does the article recommend considering when buying a puppy?
- what its parents look like
  - where it was born and raised
  - the price of the puppy
  - the age of its parents
89. How old should a puppy be before you bring it home?
- at least two months old
  - more than two weeks old
  - three or four weeks old
  - old enough to feed itself
90. What is the main purpose of this article?
- to warn people about the problems of having a dog
  - to help people learn how to choose the best dog
  - to explain what dog owners need to do to take care of a dog
  - to explain how to prepare for a new dog in your home

**This is the end of the test.  
Please wait for further  
instructions.**



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