

Name _____ Seat Number _____

MSU-CELP

Certificate of English Language Proficiency

Practice Test #5

All items selected from actual CELP administrations from Spring 2014 to Fall 2015



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. Many universities now offer online courses that students can take from home. Some university programs are now completely online and never require a student to attend a class in person. In fact, some high schools are considering doing this as well. In your opinion, should high schools offer some or all of their courses online, too? Be sure to support your answer with examples, reasons, and explanations.

OR

2. Tourism can provide a wide variety of both economic and social benefits to a region. However, it can also have a negative impact on the environment and local communities. What can be done to limit the negative impacts of tourism? Be sure to support your answer with examples, reasons, and explanations.

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

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Listen to this!

MSU-CELP Test of English Listening Ability

You should have the following items in front of you:

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

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

Instructions

This section has three main parts. Part 1 has several short conversations, and Part 2 has longer conversations. Part 3 contains an extended monologue and an extended dialogue.

- There are 40 questions on this listening test. For each question, choose the **one best** answer.
- For each question, find the letter on the answer sheet that corresponds to the answer you have chosen. Use your pencil to completely fill in the circle for your answer.
- If you are not sure of the answer, take your best guess. Unanswered items will be scored as incorrect.
- You **are** allowed to write in the test booklet.

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

Part 1—Short conversations

For each question in your test booklet, you will hear a short conversation. Each conversation has a short title to tell you what it is about.

Listen to the conversation and choose the letter of the choice that best answers the question that appears in your test booklet.

You will not hear the question; you will see it and read it. You will read it quietly to yourself. Use your pencil to mark your answer on your answer sheet.

Now look at Example X, 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

At the pharmacy

- 1. Why was the pharmacist unable to find the prescription?
 - a. The customer didn't submit her order correctly.
 - b. He had misspelled the woman's name.
 - c. He was looking at the wrong prescription.

Calling a restaurant

- 2. How is the man able to save money on his purchase?
 - a. He orders less food.
 - b. He gets the drinks elsewhere.
 - c. He invites fewer people.

Making plans with a friend

- 3. Why will the man and woman skip the movie with their friends?
 - a. They do not have enough money.
 - b. They do not have enough time.
 - c. They do not like the lead actor.

At the bank

- 4. What will the man do next?
 - a. go home to get the necessary items
 - b. open a new account there
 - c. withdraw money from his account

Grandparents on duty

- 5. What concern does the man have?
 - a. that his son will arrive late
 - b. that his wife will become fatigued
 - c. that his grandchildren will get bored

A busy Saturday

- 6. What does the woman ask the boy to do?
 - a. help make dinner on Saturday
 - b. help with some work at home
 - c. find someone else to help him

Car problems

- 7. What is the woman planning to do?
 - a. take her car to a mechanic
 - b. stop driving to school
 - c. buy another car

New headphones

- 8. Which headphone feature is most important to the boy?
 - a. quality
 - b. convenience
 - c. appearance

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.

Discussing a movie

9. What does the man say about the length of the movie?
 - a. It was too long.
 - b. All of the scenes were essential.
 - c. It was longer than he expected.
10. What did the woman like about the film?
 - a. understanding the character's feelings
 - b. seeing the villain get caught
 - c. not knowing how the story would end
11. How does the woman feel about the action scenes?
 - a. They were too violent.
 - b. They were not convincing.
 - c. They were unnecessary.

At a company luncheon

12. Why does the woman think the food is so elaborate?
 - a. The company recently signed a contract.
 - b. The company wants to impress a potential client.
 - c. The company made a lot of money recently.
13. What will happen after lunch?
 - a. The woman will leave early to make birthday preparations.
 - b. The sales team will make a presentation.
 - c. The head of the company will address everyone.
14. Why has Peter's family canceled their trip?
 - a. Peter has to work.
 - b. A family member is ill.
 - c. There could be severe weather.
15. How will Peter spend his Saturday?
 - a. preparing a special meal
 - b. doing chores outside
 - c. rescheduling his trip

Airport transportation

16. Why did the woman call the ground transportation service?
 - a. She wanted to know how long the rides take.
 - b. She wanted to know the service's options.
 - c. She wanted to know if the shuttle was on time.
17. Why is the private van a better deal than the shuttle service?
 - a. The van is operated by a different company.
 - b. The van charges one overall fee instead of per person.
 - c. The van charges less if there are more than two passengers.
18. Why does taking the private van save time?
 - a. It makes airport trips more frequently each day.
 - b. It does not have to make stops for other passengers.
 - c. It does not have to take time to stop at each terminal.
19. What would happen if the woman canceled less than 24 hours in advance?
 - a. She would not be able to get her money back.
 - b. She could not make another reservation.
 - c. She would have to pay an additional fee.

Interviewing a scientist

20. What experience does Mark lack related to his report?
 - a. spending time in the environment he is writing about
 - b. seeing wildlife firsthand in zoos
 - c. collecting plant specimens for analysis
21. Why would Melissa's father agree to an interview?
 - a. He likes to talk about his work.
 - b. He is an expert in wetlands.
 - c. He likes to encourage students to study science.
22. Why does Melissa mention Florida?
 - a. Her father has done research there.
 - b. There are many wetlands there.
 - c. She thinks Mark should go there.
23. How will Melissa help Mark?
 - a. She will invite Mark to dinner with her father.
 - b. She will arrange a time they can talk.
 - c. She will bring him to her father's lab.

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.

The psychology of laughter

24. Why does the speaker discuss structures in the brain?
- to explain how laughter has evolved
 - to demonstrate the complexity of laughter
 - to disprove another researcher's theory
25. What does the speaker say is true of laughter and visual processing?
- Laughter occurs only in the occipital lobe but visual processing occurs in many areas.
 - Visual processing occurs only in the occipital lobe but laughter occurs in many areas.
 - Visual processing and laughter both occur in many areas.
26. What is the most common reason for a person to laugh?
- as a communication tool
 - to improve someone's mood
 - as an involuntary reaction to a joke
27. What happens when a person watches a comedy on television by himself?
- Contagious laughter from the actors makes him laugh.
 - He laughs more because he will not worry what his friends think.
 - He laughs less than if he were watching with friends.
28. What is the relationship between anger and humor?
- They occur at the same place in the brain.
 - They can both be experienced negatively.
 - They cannot co-exist because they are too different.
29. What is one of the main benefits of laughter?
- It is a surprisingly effective exercise.
 - It can help a person manage other emotions.
 - It can strengthen connections in the brain.
30. What does the speaker want people to do after the lecture?
- be more aware of the laughter around them
 - volunteer to participate in a research study at the school
 - let themselves laugh more often, in school or at work
31. Who is the intended audience for this talk?
- university students studying psychology
 - researchers interested in this area of study
 - anyone who wants to learn about this research
32. What is the overall message of this talk?
- Laughter is a complex and important part of our lives.
 - The human brain is a fascinating and complicated tool.
 - All emotions have an important role to play.

Discussing the company's new website

33. When did the man and woman meet?
- before normal work hours
 - just after the normal workday started
 - earlier than they had originally planned
34. What is Karen's main complaint about the current website?
- It is too slow.
 - The design is too basic.
 - It is too difficult for customers to use.
35. What is wrong with the photos on the website?
- They are inaccurate.
 - They are unbelievable.
 - They are unattractive.
36. What complaint do international customers have about the current website?
- It can be challenging to locate information.
 - It takes a long time to load pages with images.
 - It does not have content available in multiple languages.
37. What does the man want to prevent potential customers from doing?
- downloading copyrighted images
 - placing incorrect orders
 - exiting the site too soon
38. Why are the employees concerned about Internet searches?
- Most users click on the first result without reading its description.
 - Most users click on only a small fraction of the results.
 - Most users do not click on displayed advertisements.
39. What can Larissa Wilkins do to improve the company website?
- make it easier for customers to find it
 - make it more attractive
 - make it easier to navigate
40. What does the man plan to do immediately after the conversation?
- go to another meeting
 - contact some other people
 - review the website

 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. People _____ hiking should bring enough water.
- go
 - gone
 - to go
 - going
42. The audience members _____ quiet throughout yesterday's entire speech.
- remained
 - have remained
 - were remaining
 - have been remaining
43. The doctor recommended that the woman _____ a regular exercise program.
- begin
 - will begin
 - must begin
 - began
44. The homeowner was willing to do anything that _____ her roof stop leaking.
- has made
 - will make
 - make
 - would make
45. Are you taking the car to work today? Would you mind _____ the gas tank before you come home?
- fill
 - filling
 - if filling
 - to fill
46. My mother _____ the bus to school, even though she's willing to drive my little sister.
- has insisted I took
 - that she insisted I take
 - who insisted that I took
 - insists that I take
47. Dr. Stanton's course on Medieval History, _____ among students, is one of the first to fill up each fall.
- what is always the favorite
 - which is his favorite always
 - this favorite always
 - always a favorite
48. Everyone considered the competition a success, even though two of the runners needed _____ medical personnel.
- the treatment with
 - a treatment for
 - treatment from
 - treatments by
49. Sarah finally finished her mathematics degree, even though _____ almost six years to complete.
- it took
 - it will take
 - it was taking
 - it had been taken
50. "Did you give Jerry the report he was looking for earlier?" "No. I looked for him, but he _____."
- was nowhere to be found
 - was found nowhere
 - nowhere was found
 - nowhere was finding
51. My father has worn the same watch for almost 50 years, _____ still lived in Sicily.
- it went back to when he
 - back until he
 - getting back to him
 - going back to when he
52. I think it is _____ to find a new job as soon as possible.
- the best for his interest
 - interested in him best
 - in his best interest
 - all the best interested
53. Relative to dinosaurs' impressive size, their brains were quite small. _____, some paleontologists believe that they were the most intelligent of the reptiles.
- For example
 - In other words
 - Even so
 - In that case
54. In 2006, Michael's family moved to Austin, Texas. _____ he first learned to play guitar.
- The time was that
 - That it was when
 - This the time when
 - It was at this time that

55. In 2008, the world was shocked when a major tennis tournament was won by Keri Appleton, who _____ had been playing the sport only a few years.
- in one time
 - at the time
 - for a time
 - with some time
56. _____ of the workers has to attend the safety class.
- Some
 - All
 - Most
 - Each
57. Many nice houses are located _____ the river.
- alongside
 - outside
 - besides
 - aside
58. The deadline has passed and the university _____ applications for Fall semester.
- was no more accepting
 - is no longer acceptable
 - will no longer accepts
 - is no longer accepting
59. One hundred years ago, only two _____ ten people lived in a large city. Today, more than half do.
- of each of
 - in all of
 - of the
 - out of every
60. After I _____ the exam next week, I expect to have an "A" in the class.
- am taking
 - took
 - take
 - will take
61. Rainfall in Oklahoma this year _____ several neighboring states.
- was less than that of
 - has been less
 - was the least
 - had to be the least in
62. Don't blame John for being late yesterday. He _____ about the last-minute change of plans.
- would not know
 - could not know
 - could not have known
 - was not knowing
63. During a special event _____ tonight, the president will give a speech.
- happens
 - will happen
 - happening
 - that happen
64. Greg thinks he's always right, and that he _____ be wrong.
- never to
 - is never
 - never
 - can never
65. Make _____ the work by himself.
- him to do
 - him do
 - his doing
 - that he do
66. New studies suggest that daily exercise is beneficial _____ than was previously believed.
- and greater extended
 - to a greater extent
 - with greater extension
 - to more extent
67. The student art competition, now _____ its fourth year, will be held on December 15th.
- will enter
 - entering
 - enters
 - has entered
68. I've been working on this math homework for two hours, and _____, I've finished eight of the twelve problems.
- so much
 - so that
 - so long
 - so far

69. If you want to finish writing that long report by next month's deadline, you _____ soon.
- had better get started
 - ought to have started
 - should have started
 - might be starting
70. Maria said that _____ an email message to her supervisor to tell him about her vacation, but apparently that message never arrived.
- she will send
 - she would send
 - she is sending
 - she send
71. Many people agree that maintaining a reliable public transportation system is good for the environment, but _____ are willing to give up driving their cars to work every day.
- most
 - few
 - several
 - they
72. Although they discussed the details of the contract for many hours, the company representatives simply _____ reach an agreement by the end of the day.
- have not to
 - not be able to
 - were not able to
 - could not have to
73. I heard the traffic report on the radio. They said that the expressway _____ due to construction.
- could have avoided
 - was avoided
 - will be avoided
 - should be avoided
74. Could you tell me _____ please?
- where the nearest bank it is
 - where is the nearest bank
 - where it is the nearest bank
 - where the nearest bank is
75. Some people prefer sandwiches _____.
- that have been grilled
 - had been grilled
 - that are grilling
 - have grilled
76. I didn't have time to visit Paris when I was in France. But if you do, you _____.
- ought to
 - ought
 - must have
 - should have
77. We need to decide on a topic for our science project so that we _____.
- could start
 - should be able to start
 - can get started
 - will be starting
78. I'm sorry to say that because you submitted the application materials after the deadline, _____ you as a potential candidate at this time.
- we can't longer consider
 - we can no longer consider
 - we haven't any more considered
 - we must have considered
79. Our next-door neighbors recently helped us paint our kitchen. _____, they've even offered to help us repair the garage roof.
- On top of that
 - Inside of that
 - Because of that
 - In order that
80. _____ butterflies migrate south in the winter, they cannot be found in the north year-round.
- So
 - Because
 - Despite
 - Whether

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

You are taking an architecture and design course. You find this article while researching for a presentation. Read the article carefully and answer the questions that follow..

Tiny homes

When many of us think of the typical American home, we **conjure** up images from television or movies of multi-story houses with vaulted ceilings, sprawling lawns, and perhaps even a swimming pool. While not all Americans live in Hollywood mansions, they do have some of the biggest homes in the world. According to research, the average size of an American home is between about 214 and 240 square meters. To put that into perspective, a typical residence in France is about half that size, while the average home in Spain is smaller yet. In fact, at 97 square meters, it's not much bigger than the 90 square meters of a standard Japanese home. Greek homes come in at an average of 80 square meters. Residents of the United Kingdom, with some of the smallest homes in Western Europe, squeeze their families into about 76 square meters of space. However, there are a growing number of Americans who have embraced the "bigger isn't always better" philosophy.

With a worldwide focus on minimizing our impact on the environment and preserving natural resources, some Americans are choosing to downsize. For some, this may mean moving into homes that are closer in size to those found in the United Kingdom, but for others, the shift is a bit more extreme. Today, there are a variety of companies offering building plans, kits, or ready built "tiny homes" that are less than 46 square meters. Some are as small as 10 square meters!

Sacrificing size doesn't necessarily mean that quality or **aesthetics** must be sacrificed as well. In fact, these tiny homes range from quaint cottages with charming porches to more modern shelters, all glass and sharp angles. They have tiny bathrooms and kitchenettes and—thanks to shrinking technology—many of the modern conveniences of a much larger home. TVs and computers are now compact, and books, photos, music, and movies can all be stored on external hard drives or in the cloud, requiring little to no space.

There are also a variety of benefits that help make up for the lack of space in these tiny homes. For instance, purchasing or building a home of this size is more akin, financially at least, to buying a car than a house. Of course, the price varies depending on the size of the house and the quality of materials, but, needless to say, it's going to be a lot cheaper than buying a much larger home. Another benefit is the limited footprint left by many of these tiny homes, as they require fewer resources to build and to function as a home. Many of them are also mobile, making it possible for residents to move without ever leaving their home behind. This makes them ideal as temporary housing for disaster relief. Houses can easily be towed in after a hurricane, for example, to shelter victims whose homes have been damaged or destroyed.

However, there are some obvious challenges that come with making the switch to a tiny home. Limited storage means giving up superfluous possessions, some of which may have sentimental value. Trading in physical books and photographs for their digital equivalent isn't always easy. Neither is giving up a lifetime's collection of knickknacks. There is also little room for privacy, and forget hosting any large dinner parties! Then again, these challenges haven't kept the tiny population of tiny home dwellers from gradually getting a little bit bigger.

81. Which of the following is closest in meaning to **conjure** in the first paragraph?
- look at
 - talk about
 - imagine
 - research
82. How do the “tiny homes” offered by American companies compare to homes in other countries?
- They are still some of the biggest homes in the world.
 - They are about the same size as a typical Japanese home.
 - They are about the same size as the smallest homes in Western Europe.
 - They are smaller than the average homes throughout the rest of the world.
83. According to the second paragraph, what has inspired the small home movement?
- an interest in conservation
 - a decrease in the size of families
 - an increase in the cost of materials
 - a fascination with small-scale design
84. How does the author describe the appearance of small homes?
- They look high-tech and futuristic.
 - They use modern materials and beautiful designs.
 - They are made to look like bigger types of houses.
 - They are less attractive than traditional houses.
85. Which of the following is closest in meaning to **aesthetics** in the third paragraph?
- affordability
 - appearance
 - comfort
 - safety
86. According to the article, what effect has technology had on small homes?
- Residents need less space for their possessions.
 - Builders have access to more innovative building materials.
 - Residents are able to help design and build their ideal home.
 - Builders can make the homes more energy efficient.
87. According to the author, how is buying a small house similar to buying a car?
- Both have a variety of features to choose from.
 - Both were unpopular at first.
 - They will decrease in value over time.
 - They are similar in initial cost.
88. According to the article, what feature makes small homes useful for disaster relief?
- They are very secure.
 - They are very comfortable.
 - They can be moved easily.
 - They can be built quickly.
89. According to the author, what is one type of person who might not enjoy a small home?
- a person who associates large homes with success
 - a person who has a lot of possessions
 - a person who plans to work out of their home
 - a person who wants an attractive modern home
90. What is the main idea of this passage?
- Several unique benefits attract people to small homes.
 - Americans have diverse opinions about the small home movement.
 - Small homes represent the future of environmental living.
 - Residences around the world are becoming smaller.

Reading Passage 2

The following text comes from a general science magazine. Read the text carefully and answer the questions that follow.

The emergence of human language

Linguists, anthropologists, and biologists have long thought that language began with the species of modern humans, *Homo sapiens*. Early ancestors, such as Neanderthal and *Homo heidelbergensis*, were thought to lack many of the higher-function skills that modern day humans possess. But new research suggests that two species that existed long before our own may have helped develop human language.

According to University of Bristol archaeologist João Zilhão, “The key moment in human history is the coevolution of the brain and language. Given the slow pace of natural selection and the high metabolic ‘cost’ of a big brain, the neural infrastructure that supports language must have already been in place in *Homo erectus* 1.5 to 2 million years ago”—a starting point far earlier than what is usually cited by anthropologists, who suspect that human language arose only 100,000 years ago.

Unfortunately, unlike primitive tools left behind by early humans, the human voice doesn’t leave any trace—which makes the evolution of language quite difficult to study. In order to get around this problem, Stephen Levinson, of the Max Planck Institute for Psycholinguistics in the Netherlands, decided to focus on anatomy. He hoped to unlock the secrets of our vocal apparatus, the **overarching** term used to describe all of the body parts that are involved in speech: the lungs, trachea, vocal cords within the larynx, velum (soft palate), hard palate, tongue, teeth, lips, and nasal tract.

Levinson’s research focused on the hyoid bone (located between the lower jaw and the largest cartilage of the larynx), which is involved in controlling the voice. Levinson found that this bone is similar among three species: *Homo sapiens* (i.e., modern day humans), Neanderthal, and *Homo heidelbergensis*. *Homo*

heidelbergensis is the ancestor that present-day humans allegedly share with Neanderthal. Both Neanderthal and *Homo heidelbergensis*, then, would have had the physical ability to speak. This is in direct contrast to even earlier ancestors such as *Australopithecus* and *Homo erectus*, both of which, according to the fossil record, were not physically capable of producing speech.

Levinson also found genetic evidence that supports the idea that humans who lived before *Homo sapiens* could speak. In 2010, an analysis of DNA from Neanderthal revealed that it contained several genes that are involved in language in *Homo sapiens*, and in particular the FOXP2 gene. If a crucial language gene in *Homo sapiens* was also present in Neanderthal, then evolution would suggest that it was also present in their common ancestor.

Other researchers have gone even further. Several teams of neuroscientists have used technology to track the activity of different regions of the brain while an individual performs various tasks, such as preparing food and creating art. They discovered that the task of creating a stone implement activated the same areas of the brain as language production. The **cognitive** processes involved in shaping tools could be similar to those involved in producing language.

Like all scientific endeavors, the study of the evolution of language will be affected by future research and better technologies. While today we may not be able to pinpoint the exact point when human language emerged, we may one day be able to. But it appears, at the very least, that *Homo sapiens* was not the first species to develop some type of language.

91. What is João Zilhão's opinion about human history?
- Homo erectus* represents the true beginning of our history.
 - Its defining moment was the development of language and the brain.
 - The pace of evolutionary progress has steadily increased over time.
 - Large brains have been the key factor in humans' success.
92. What is challenging about studying the development of language?
- The tools used to study language are simple.
 - Language does not adhere to natural laws.
 - Most archaeologists do not specialize in language.
 - Speech does not leave behind a fossil record.
93. What key similarity did Levinson find between humans and our ancestors?
- the shape of the larynx
 - a hard palate
 - a bone near the lower jaw
 - the neural architecture
94. Which of the following is closest in meaning to **overarching** in the third paragraph?
- general
 - final
 - mental
 - useful
95. Why do scientists think that species earlier than *Homo heidelbergensis* were unable to speak?
- They did not leave behind any examples of their language.
 - They were expert at making tools, not producing speech.
 - They did not have a hyoid bone in their jaw.
 - They did not have brains capable of abstract thought.
96. What did Levinson's DNA research prove?
- Human language "behaves" much like an organism.
 - Neuroscience is the best hope for understanding language's origins.
 - The FOXP2 gene is the sole gene involved in speech production.
 - Present-day humans and their ancestors share language genes.
97. According to the text, what human activity might require abilities similar to language production?
- making tools
 - preparing food
 - creating art
 - building shelters
98. Which of the following is closest in meaning to **cognitive** in the sixth paragraph?
- emotional
 - oral
 - physical
 - mental
99. In the last paragraph, what does the author predict about the future?
- More changes in human language will be observed.
 - More data about the origins of language will be available.
 - More people will become interested in language research.
 - More prehistoric languages will be identified.
100. What is the major argument of this article?
- It took a long time for modern language to finally evolve.
 - The study of anatomy is not enough to research the origins of language.
 - Early species of humans were quite similar to us.
 - The roots of language are likely earlier than previously thought.

Reading Passage 3

This article appeared in a general interest magazine. Read the article carefully and answer the questions that follow.

The search for happiness

According to the Oxford English Dictionary, the word “happy” is defined as feeling pleasure. “Happiness,” therefore, is the state of feeling pleasure. Happiness is a concept understood and shared by all cultures around the world. In fact, “the pursuit of happiness” is **explicitly** identified as a basic human right in the Declaration of Independence, the famous document that asserted the United States’ freedom from British rule in 1776. But what is it that makes people happy? Is everyone different, or are there some general similarities?

First, let’s examine the history of analyzing and measuring individual happiness. It has been suggested that early Americans’ thinking about happiness stemmed from Europeans John Locke and Francis Hutcheson, prominent philosophers in the period known as the Age of Enlightenment in the 1600s and 1700s. During this time, Locke, Hutcheson, and other respected thinkers in European society started to question old ways and suggest new ideas. Concepts such as the uniqueness of individual people and their personal thoughts and feelings became more prominent, rather than focusing solely on the goals or issues faced by large groups of people, such as members of a town, nation, or ethnic group. As a result, people began thinking more seriously about how to make themselves happier, rather than simply focusing on the communal needs of their individual communities.

Over the past several hundred years, interest has grown in finding out what makes us happy. In recent times, “positive psychology,” or the study of what makes people feel good, has become a valid and respected field of study. Although early pioneers in the field of psychology, such as Sigmund Freud and Carl Jung, had focused on mental and emotional disorders, modern psychologists began to take “positive psychology” seriously following the pioneering work of psychologist Martin Seligman

of the University of Pennsylvania in the 1990s. Today, analyzing what makes us feel good continues to be a popular topic in Western society.

Studies about happiness show interesting results, some of which we might have predicted, and some that may surprise us. For example, the countries that scored the highest in a “happiness index” were Iceland and New Zealand, according to the World Happiness Report, published in 2012 by Columbia University. Factors such as access to education and employment opportunities, availability of health care, and stable local and national governments all appear to be beneficial for citizens of these nations. Other studies of what makes individuals feel good report that the following tend to make people happier: being married, having a good relationship with parents, being religious, having a job, and focusing on the present time rather than the past or future.

The relationship between money and happiness, however, is more complex. While it is true that people with a job are happier than those without, the degree to which a person likes his or her job, as well as how much that job does or does not pay, seem to have little effect on happiness polls. In general, aside from those living in extreme poverty (who report low levels of happiness, on average), there seems to be little correlation between income and life satisfaction. Likewise, as the economy of a nation increases, as measured by Gross Domestic Product (GDP), the average happiness of the population, as measured by national surveys, often does not increase correspondingly. This has been shown in a number of nations in different parts of the world. It seems that money does make people happy up until a certain point. However, more money is no guarantee of additional happiness, and other factors such as social relationships and outlook on life tend to dominate.

101. Which of the following is closest in meaning to **explicitly** in the first paragraph?
- directly
 - controversially
 - unofficially
 - frequently
102. What does the U.S. Declaration of Independence say about happiness?
- Americans are happier than people in other countries.
 - To be happy is the most important thing in life.
 - The U.S. requires its people to be happy.
 - All people have the right to seek things that make them happy.
103. How did John Locke and Francis Hutcheson change society's perspective on happiness?
- They encouraged people to put family first.
 - They began to consider the needs of the individual.
 - They had a deep influence on the American Constitution.
 - They claimed that individuals who contributed to society were happier.
104. How did views on happiness change during the Age of Enlightenment?
- People paid attention to whether their peers were happy.
 - People saw happiness as a legitimate concept.
 - People realized that some people are happier than others.
 - People preferred living in places where others were happy.
105. How did Freud and Jung differ from later psychologists such as Martin Seligman?
- They did not think happiness could be analyzed.
 - They believed true happiness was impossible.
 - They were primarily concerned with people's unhappiness.
 - They failed to make people happier.
106. How did Seligman change the field of psychology?
- He demonstrated that happiness was worthy of study.
 - He disproved earlier theories of happiness.
 - He used positive psychology as a basis to treat mental and emotional disorders.
 - He discovered many of the things that lead to happiness.
107. According to the World Happiness Report, why are citizens of Iceland and New Zealand happy?
- Their governments make sure everyone is happy.
 - They are well-respected by other countries.
 - They can take advantage of strong social services.
 - They are typically married and religious.
108. How does the author describe the relationship between money and happiness?
- Many rich people are surprisingly unhappy.
 - Having money can sometimes lead to unhappiness.
 - The association between money and happiness is weak.
 - Richer countries tend to have happier people.
109. For which group of people is happiness most directly associated with income level?
- people with jobs
 - people without jobs
 - people who are wealthy
 - people in poverty
110. What is the main idea of this passage?
- the academic study of happiness
 - the need for happiness
 - the discovery of happiness
 - the effects of happiness

Reading Passage 4

The following text is an online petition for an environmental cause. Read the text carefully and answer the questions that follow.

The shark: From bad guy to good guy

If you're like many people, you don't like sharks. They're not as majestic as whales or as tasty as lobsters. You might think that they're vicious—dangerous, man-eating killers. You've read the headlines about shark attacks; you've seen the nature shows about sharks' speed and stealth; you've even watched *Jaws* or other horror movies about sharks that eat people. So you've decided that you want nothing to do with sharks, even though actual shark attacks are extremely rare in all parts of the world.

But what if we told you that people's fear of sharks is **unwarranted**? That sharks are currently being overfished? That the shark, more than any other vertebrate in the sea, is crucial to the health of coral reefs and oceans?

Here at Seas of Change, we believe that humans have a moral obligation to protect the health of 70% of the planet—that is, the waters all around us. In fact, that's the entire reason our organization exists. Healthy oceans benefit many different ecosystems, industries, and (by extension) all of us. That is why we're sending you this petition. We need your help—and we need it now.

As we've said in other emails, coral reefs are essential for aquatic species. In fact, coral reefs provide the habitat that one quarter of the world's marine life calls home. Twenty-five percent of all the animals in the ocean live right there in the coral reef! That obviously is important to know.

So where do sharks come in? Well, sharks are the biggest predator in the sea. They sit at the top of the food chain. To put it simply, sharks eat medium-sized fish, and medium-sized fish eat small fish. Small fish eat tiny fish. You get the idea. But recently, fishing, particularly for

sport and recreation, has depleted shark populations in many ecosystems around the world. Without these large predators, these ecosystems have begun to go haywire. The animals that used to be consumed by sharks, the medium-sized fish, have begun to multiply. And that in turn means that the number of smaller fish goes down: more predators, less prey.

This smaller population of herbivorous fish, the ones that feed on plants, can no longer keep algae levels in check. And with an overabundance of algae, things **deteriorate** pretty quickly for coral reefs.

Algae feed on coral. If you put too much algae on a coral reef, the reef will disappear. And once the habitat disappears, the aquatic species that once made their homes among the coral either find another habitat or perish. And then everything that we get from these ecosystems—from our food to our livelihoods, from medicines to protection from storms—disappears, too.

The coral reefs need you. Please add your name to this petition. Then send it to five friends. Together, we'll tell the United Nations that shark fishing must be stopped. We'll send a signal to local, state, and national representatives that the world's coral reefs are vital to the health of the oceans.

Save the sharks. Save the coral.

111. According to the writer, why do many people dislike sharks?
- They are difficult to keep in captivity.
 - They kill our food sources and are hard to catch.
 - They sometimes kill humans.
 - They have a wide-ranging habitat.
112. Which of the following is closest in meaning to **unwarranted** in the second paragraph?
- unimportant
 - unbelievable
 - undetectable
 - unnecessary
113. According to the writer, why are sharks so important?
- They are the source of rare medicines.
 - They maintain the balance of ocean habitats.
 - They are found all over the world.
 - They protect coral reefs from invasions.
114. What is the mission of the writer's organization?
- to protect sharks from tourism
 - to monitor algae levels in the seas
 - to safeguard the world's oceans
 - to petition international organizations
115. How does the writer characterize the amount of ocean species that live in coral reefs?
- negligible
 - modest
 - significant
 - overwhelming
116. What major problem are sharks facing?
- Their ecosystems no longer support them.
 - People enjoy the challenge of catching them.
 - Smaller fish are increasingly unavailable.
 - People see them as a nuisance and a threat.
117. What has been the direct result of larger populations of midsize fish?
- Tourism revenue from sport fishing has gone up.
 - Coral populations have decreased.
 - Sharks have enjoyed a larger food supply.
 - The number of plant-eating fish has declined.
118. Which of the following is closest in meaning to **deteriorate** in the seventh paragraph?
- die
 - worsen
 - leave
 - destroy
119. According to the text, why should the average person be concerned about sharks?
- Many people depend on the ocean ecosystem as a whole.
 - They become more dangerous when they are hunted.
 - Shark fishing occurs in many parts of the world.
 - We can learn a lot from the evolutionary history of sharks.
120. What is the main purpose of this text?
- to encourage the reader to take action
 - to inform the reader about marine ecology
 - to explain the life cycle of sharks
 - to make the reader reconsider his or her food choices

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

