

MSU

Practice Tests

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C2

Student's Book



Express Publishing

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Exam description

Section 1 Writing (25 points)

- Think about it, write about it! (35 minutes)
One essay (out of two options)
- Grammar you can use! (25 minutes)
40 multiple choice questions (four options each)

Section 2 Listening (25 points)

- Listen to this! (35-45 minutes)
40 questions (three options each)
- Part 1: short conversation
 - Part 2: longer conversation
 - Part 3: extended monologue & extended dialogue

Section 3 Reading (25 points)

- Read about it! (60 minutes)
four passages
40 questions (four options each)

Section 4 Speaking (25 points)

- Talk about it! (10-12 minutes)
- Warm up (1 minute)
 - Task 1: description (1 minute)
 - Task 2: narration (1 minute)
 - Tasks 3-6: opinions (2-3 minutes each)

Think about it, write about it!

MSU – CELP
TEST 1:

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. One of your friends has confided in you that he/she is being bullied by some other students, but he/she is afraid to go to the college authorities. How do you react to what he/she tells you? What do you advise him/her to do? What can be done to prevent this from happening in the future? Be sure to support your answer with examples, reasons, and explanations.

OR

2. More people today are living on their own rather than in multi-member households. What do you think the reasons are for this? What are the advantages and disadvantages of living on your own? What can be done to ensure people don't feel isolated in their daily life? Be sure to support your answer with examples, reasons, and explanations.

Listen to this!

MSU – CELP
TEST 1:

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.

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, Discussing dinner, and listen to the following conversation.

Discussing dinner

What concern does the woman have?

- a. Their friend will intrude on their dinner plans.
 - b. The food he will make will not taste good.
 - c. He will eat her food.
-

Not a surprise anymore

1. Why is the man annoyed?
 - a. He hasn't been invited to a surprise party.
 - b. He thinks someone has ruined a surprise party.
 - c. He wasn't told one of his friends was having a baby.

Vacation plans

2. Why would the woman prefer to fly rather than drive?
 - a. It's more comfortable.
 - b. It's much quicker.
 - c. It's cheaper.

The visiting aunt

3. What is the man worried about?
 - a. His aunt doesn't like messy apartments.
 - b. He doesn't want to get rid of all his junk.
 - c. He doesn't have enough room for his aunt.

Problems at work

4. Why does the woman believe the man can't do anything about the problem with management?
 - a. because he does not have enough influence
 - b. because the staff do not agree with him
 - c. because his job is already in jeopardy

A broken promise

5. What does the woman think about Nina?
 - a. She should do more things herself.
 - b. She is a very argumentative person.
 - c. She can't be relied on to help other people.

The perfect home

6. What best describes what David is like at home?
 - a. He likes everything to be neat and tidy.
 - b. He can do some house repairs himself.
 - c. He doesn't like to spend money.

A new car

7. How could Joe afford an expensive car?
 - a. His father bought it for him.
 - b. He has been doing overtime at work.
 - c. One of his relatives has a lot of money.

The movie

8. Why did they decide to go to the movie in the afternoon?
 - a. They had not seen the movie before.
 - b. Their children hadn't been out all weekend.
 - c. There wasn't an evening showing of the movie.

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.

Talking about clothes

9. What does the man say about his shirt?
 - a. It was cheaper than it looks.
 - b. He has had it for a long time.
 - c. Someone else bought it for him.
10. What advice does the man give the woman?
 - a. stop buying so many T-shirts
 - b. give away T-shirts she doesn't wear
 - c. save money by buying cheaper T-shirts
11. Why is the man thinking of buying a suit?
 - a. He likes to replace his suits every year.
 - b. There are good deals on suits at the moment.
 - c. A suit might come in handy for special events.
12. What does the woman say about designer clothes?
 - a. She says they are not worth the high cost.
 - b. She likes them but can't afford them at full price.
 - c. She would rather buy cheaper clothes.

Losing weight

13. Why does the man like to play lots of different sports?
 - a. It's the only way he can lose weight.
 - b. It allows him to eat as much as he wants.
 - c. It exercises different parts of the body.
14. How would you describe the man's diet?
 - a. He eats far too much unhealthy food.
 - b. He has regular meals and an occasional snack.
 - c. He sometimes eats food he doesn't like.
15. What does the man advise the woman to do?
 - a. play a greater variety of sports
 - b. work out more often
 - c. eat smaller portions

Meeting the parents

16. What reason does the man give for his parents' visit?
 - a. They want to check that he is feeling at home.
 - b. They want him to enroll in another college.
 - c. They haven't seen him for a long time.
17. What is the woman's opinion of her mother?
 - a. She doesn't like her interfering in her life.
 - b. She thinks they have trouble communicating.
 - c. She would prefer her to be stricter sometimes.
18. How does the man react to the woman's description of her mom?
 - a. He understands her mom's actions.
 - b. He is surprised the woman feels that way.
 - c. He thinks her mom has done nothing wrong.
19. What criticism does the woman make about her dad?
 - a. He tells boring stories.
 - b. He is always arguing with her mom.
 - c. He will often dominate a conversation.
20. What is the woman's final comments about her parents?
 - a. She would like them to talk to each other more.
 - b. She thinks she has inherited their good qualities.
 - c. She thinks she is nothing like them.

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.

A Viking warrior

21. Why does the speaker mention Digging Up the Past?
- It is the title of her latest book.
 - It is the name of the lecture series.
 - It is the newest section of the library.
22. Based on findings in the grave, what is a safe assumption to make?
- This person used a bow.
 - This person played games for fun.
 - This person was an expert weaver.
23. Why did archaeologists originally believe the warrior was male?
- because males were buried in a seated position out of respect
 - because the jewelry found in the grave was masculine
 - because the grave lacked items associated with females
24. What tests did researchers perform on the body around fifty years ago?
- They analyzed the chromosomes.
 - They examined the bones.
 - They studied the DNA.
25. What concerns did people have of Hadenstierna-Jonson and Price's findings?
- They tested the wrong body.
 - They relied on outdated technology.
 - Their testing methods were unreliable.
26. What evidence did the research team reference in their 2019 article to back up their claims?
- photos from Bj.581
 - bone analyses from other sites
 - sketches from over 140 years ago
27. What do the researchers assume about the person whose body was discovered at Bj.581?
- She was most likely a princess or a queen.
 - She was born and raised in Birka.
 - She moved around a lot.
28. What does the speaker believe?
- We should rethink how we evaluate data.
 - In the future we will have better testing technology.
 - Excavations should be conducted by local archaeologists.
29. Who most likely will give the next talk at this function?
- the head librarian
 - a historian of Viking lore
 - a professor at State College
30. To whom is the speaker addressing her speech?
- students in a history class
 - anybody who might be interested
 - her colleagues in the field of archaeology

Test 1

Listening

Healthy habits

31. How does the woman recommend you break any bad habits?
 - a. You use your own determination to break the bad habits.
 - b. You should see a counselor who will be able to help you.
 - c. You adopt good habits that take the place of the bad habits.
32. What is the woman's attitude towards willpower?
 - a. We have lots of it so we can use it whenever we want.
 - b. It is not necessary so long as you eat the right foods.
 - c. It is limited and so it should be used carefully.
33. Why does the woman believe that new habits should be repeated for 21 days?
 - a. Eastern and Western traditions advise it.
 - b. Psychological tests have shown that it works.
 - c. She has seen results in the people she assists.
34. What advice does the woman give about willpower?
 - a. less than half should be spent on fighting urges
 - b. only expend a small amount on a new habit
 - c. use half for new habits and half to fight urges
35. Why are the speakers concerned about foods like sugar?
 - a. They cause you to put on weight.
 - b. It's easy to become dependent on them.
 - c. They are bad for our dental health.
36. Why does the woman suggest eating fermented sauerkraut?
 - a. It is highly nutritious and really easy to prepare.
 - b. It can increase the amount of willpower we have.
 - c. It breaks down dependency on unhealthy foods.
37. Why are homemade fermented foods better than ones bought from a store?
 - a. The store-bought ones are full of bacteria and are not safe.
 - b. The store-bought ones have little bacterial activity and no health benefits.
 - c. It's much easier to prepare your own fermented foods than go to the store.
38. Why is the man put off preparing his own foods?
 - a. It's too much effort and takes too long.
 - b. He has never done it before and doesn't know how.
 - c. It doesn't taste as good as the food he buys at the store.
39. What can the man do if he doesn't want to make his own fermented sauerkraut?
 - a. He can buy it at an organic food store.
 - b. He can buy it at any local store.
 - c. He can order it from an online retailer.
40. Why do you think the man interviewed the woman?
 - a. He has some unhealthy habits himself and wants her advice.
 - b. He wants to inform others how to lead a healthier lifestyle.
 - c. He is interested in how other cultures combat addictions.

Grammar you can use!

MSU – CELP
TEST 1:

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

When we lived by the sea we _____ to swim every morning.

- a. got used
- b. use
- c. used
- d. would

The correct answer is c. You would mark "c" on your answer sheet.

Test 1

Grammar

41. I have been reading this book for weeks, but _____ I have only reached chapter 2.
- so much
 - so that
 - so long
 - so far
42. If I _____ the car, I will get to the mall sooner.
- was taking
 - would take
 - take
 - will take
43. You should make sure you have the right currency _____ you are going abroad on vacation.
- where
 - whether
 - so
 - if
44. I am so tired I think I could _____ in bed all day.
- lie
 - lay
 - lain
 - be lying
45. If I _____ more attention in class, I might have done better on the test.
- had paid
 - used to pay
 - would have paid
 - will be paying
46. There were _____ people in line outside the movie theater that we decided to go to a club instead.
- too many
 - so much
 - such a lot
 - so many
47. Oh no, not again! Do you remember what I _____ you last time this happened?
- had told
 - told
 - did tell
 - will tell
48. It is said that six _____ ten people now live in cities.
- of each of
 - in all of
 - of the
 - out of
49. When you're telling these stories, I'm never sure whether you _____ serious or not.
- were
 - are being
 - were being
 - is
50. Lots of people agree that they should live healthier lifestyles, but _____ are unwilling to even walk to work each day.
- most
 - few
 - several
 - each
51. Steve hadn't even trained, _____ he still managed to win the race.
- in spite of
 - yet
 - even though
 - despite
52. Valerie studied in France for six months. _____ she greatly improved her French.
- The time was that
 - That it was when
 - This the time when
 - It was at this time that
53. Spending this time with you _____ me the chance to really get to know you.
- it gave
 - has given
 - give
 - it has given
54. _____ Bob had run out of milk, he went to get some more at the store.
- Due to
 - Since
 - For
 - Yet

55. The photo was taken so long ago I was unable _____ myself.
- to recognize
 - recognizing
 - from recognizing
 - when recognizing
56. _____ before everyone else, Kim sat at her desk and read a book.
- He would arrive
 - Have to arrive
 - He had arrived
 - Having arrived
57. Sam told his team members _____ he had enjoyed working with them.
- so many
 - what the reason
 - how much
 - so that
58. If you want to do a really good job, you should do _____ it takes to get it right.
- however
 - whichever
 - whatever
 - whenever
59. Though he had worked really hard all vacation, John _____ he still hadn't earned enough money for college.
- finds
 - had found
 - found
 - is finding
60. Tom did so badly on the test it didn't seem _____ he had studied at all.
- to be
 - as though
 - in order to
 - in case of
61. Can you tell me what time it is? I seem to _____ my watch.
- have forgot
 - forget
 - forgetting
 - have forgotten
62. The streets were so busy that I _____ my sense of direction.
- lose
 - am losing
 - am lost
 - lost
63. Can you tell me _____ ?
- where the nearest gas station it is
 - where the nearest gas station is
 - where is the nearest gas station
 - where it is the nearest gas station
64. Sara kept working on her assignment, _____ it was taking so long.
- despite
 - even though
 - however
 - in spite of
65. _____ Fran so furious with Amy.
- Hardly had I seen
 - Scarcely has it been seen
 - Rarely have I seen
 - Seldom I saw
66. The teacher allowed Sara _____ class early for her doctor's appointment.
- leave
 - leaving
 - to leave
 - to be leaving
67. I love all the suggestions, particularly _____ that mean we get more time off work.
- they
 - them
 - this
 - those
68. An important part of my life _____ the people who stood by me.
- has been
 - have been
 - will be
 - is being

Test 1

Grammar

69. When you looked through the viewfinder, _____ what I saw?
a. saw you
b. did you see
c. did you saw
d. are you seeing
70. _____ it's a warm day, I won't take my coat with me.
a. Due to
b. Because
c. Despite
d. Whether
71. If you hadn't given me a clue, I never _____ have guessed who it was in the photo.
a. shall
b. will
c. might
d. would
72. This was a really complicated project. It was _____ work even for a professional.
a. much
b. a lot of
c. too many
d. plenty
73. Even though you can watch it afterwards online, there's nothing like actually _____ at the concert in person.
a. being
b. to be
c. to have been
d. would have been
74. If you need assistance, you _____ call the helpdesk.
a. had to
b. must have to
c. will have to
d. will need
75. Harry avoids _____ in the rain whenever possible.
a. driving
b. having driven
c. to be driven
d. to drive
76. As it's your birthday, I want to treat you _____ a special surprise.
a. in
b. on
c. to
d. for
77. I am running so late that by the time I get home, Jonah _____ dinner.
a. will already have finished
b. has already finished
c. already had finished
d. will have finished already
78. I saw an old movie last night that starred lots of today's actors before they _____.
a. wasn't well known
b. were well known
c. hadn't been well known
d. had been known well
79. John's friend insisted _____ more time completing the assignment if he wanted better grades.
a. for taking
b. he take
c. him to take
d. having taken
80. _____ you need any help with your laptop again, just give me a call.
a. What
b. Will
c. Would
d. Should

Read about it!

MSU – CELP
TEST 1:

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.

Reading Passage 1

The following article appeared in a travel magazine. Read the article carefully and answer the questions that follow.

The Sylvia Beach Hotel – A Unique Place to Stay in Oregon for Booklovers

Oregon is very much en vogue these days, with its largest city Portland staying weird and a major draw for millennials who want to establish their equally weird lives in a low-profile state that has never **garnered** a ton of attention. But I'm not here to talk up the whole state, just a very small corner of it on the coast: the literary themed Sylvia Beach Hotel, a unique place to stay in Newport, Oregon for all of the booklovers out there.

Each room at the Sylvia is themed for a different author. Love the glamour of Gatsby? Stay in the Fitzgerald room! Do you have a favorite between Elizabeth Bennet, Fanny Price, Anne Elliot, and Elinor Dashwood? Well you must chill out with Jane Austen! More of a Cat in the Hat fan? No fear, even Dr. Seuss is well represented.

You will want to see all of the rooms. When rooms are not booked, the staff leave the doors open to vacant rooms so everybody can check them all out. My mom and I have now been to the Sylvia Beach Hotel three times, each progressive stay for a longer duration. The first time was just for a night and we stayed in the Jane Austen room; the second time for three nights and we were with Emily Dickinson. The last time we had four nights and split our time between the Melville room and then the J.K. Rowling room. My favourite room we stayed in? Probably the Melville room. It is very nautical, and the fixtures are lovely, but it also has a huge king-sized bed. Which is always welcome when you're sharing with Mom!

But as I said, it's not just about the hotel, it's the experience! As the Sylvia Beach is devoted to relaxation through reading, the entire ocean front of the third floor is a communal reading room, full of books and puzzles, comfy chairs and couches, soft though effective lighting, and even a wood burning fireplace. Looking up from your book to the

crashing waves just beyond the glass is enough to make anybody fall in love with this place.

On the ground level of the hotel is the dining room, a restaurant named the Table of Contents (so clever), that serves a daily breakfast as well as an optional, pre-ordered dinner, served at 7pm. Dinner here is a lovely experience, not just because the food is delicious, but as the seating is family style, you actually have to talk to other people. There is a suggested **icebreaker** to get the conversation going, or you all just start talking about which rooms you're in and you go from there. We ended up eating with six other people, all of whom turned out to be wonderful and fascinating. Conversation went from books to work to travel and life, no need for that icebreaker, though the kitchen staff did need to show us out two and a half hours later!

A short walk around the cliff from the Sylvia and you will find yourself on Nye Beach. Nye Beach is the kind of wonderfully flat, perfect walking beach that the West Coast is famed for. Between the waves, the kites, and the dogs, on a nice day a walk along this beach is perfection. Then again, on days that are not so nice, the location of the Sylvia Beach is still awesome. Being a tall, old building right on the ocean, the hotel itself feels the weather the way modern buildings just cannot. During our last trip in November, the storm season was **raging** and the swells coming up on the beach were a true sight. Glad to be warm and toasty inside the Sylvia. Listening to the wind whistle and even shake the hotel slightly was a true Oregon Coast experience.

81. What does the writer say about Oregon in the first paragraph?
- It often gets too much attention.
 - It has a lot of book-themed hotels.
 - It is a fashionable place to live or visit.
 - It is not for people who prefer alternative lifestyles.
82. Which of the following is closest in meaning to **garnered** in the first paragraph?
- appeared
 - received
 - confirmed
 - distributed
83. What is the main purpose of the second paragraph?
- to give examples of some room motifs
 - to recommend some books for guests to read
 - to list the writer's favorite fictional characters
 - to identify all the different rooms
84. What does the writer suggest that guests at the hotel do?
- Go back to the hotel and stay in different rooms each time.
 - Take a look at the rooms that don't have any guests.
 - Make sure you get the room with the most comfortable bed.
 - Stay with a friend or relative so you can share the experience.
85. What does paragraph 4 mainly describe?
- activities for guests when the weather is too bad
 - the level of comfort that the owners provide
 - the ways guests can relax in the hotel grounds
 - an area of the hotel dedicated to books and reading
86. How does the hotel replicate its "book theme" in the restaurant?
- The serving staff are named after different authors.
 - The restaurant is named after a part of a book.
 - The menu offers dishes that literary characters have eaten.
 - Patrons receive a complimentary book with every meal.
87. Which of the following is closest in meaning to **icebreaker** in the fifth paragraph?
- something that helps cool the drinks in the restaurant
 - something to make talking to new people easier
 - something on the menu that everyone can share
 - something you can read if you don't feel like talking
88. Which of the following is closest in meaning to **raging** in the sixth paragraph?
- slowly increasing in intensity
 - spread over a large area
 - starting to subside
 - at its height
89. What best sums up the author's attitude to the stormy weather?
- She realized that Oregon is not a great place to live.
 - She decided to go back when the weather was better.
 - She wished she could experience the weather out at sea.
 - She felt that it added to the authenticity of her stay.
90. What is the main idea of this article?
- Anyone, who travels to Oregon, must book a room at Sylvia Beach Hotel.
 - This hotel represents the weirdness of Newport.
 - It is a popular trend for millennials to call Portland home.
 - There are a myriad reasons to stay at the hotel.

Reading Passage 2

The following article about forests appeared in a nature magazine. Read the article carefully and answer the questions that follow.

Envisioning Healthy Forests for Families and Communities

The mission of the Forest Service is to sustain the health, diversity, and productivity of the nation's forests and grasslands for current and future generations. All forests in the nation are a great national asset.

The Forest Service is vitally interested in the future of family-owned forests in the United States because the conservation of family-owned forests is so vital to our national heritage, to our national prosperity and well-being. Across our nation's landscapes, landownerships are typically mixed; as you know, national forest land is often intermixed with state, private, and tribal forest lands. We share many forested landscapes and watersheds, and that means we share the challenges to forest health. In many ways, we are all in this together.

The challenges to forest health are growing. Today, they are as great as any the Forest Service has faced in our over 100-year history. One challenge in particular, especially here in the West, is the growing severity and duration of wildfires and fire seasons. As you know, we have also had insect and disease epidemics in many parts of the West, including 4 million acres affected by the mountain pine beetle here in Idaho. About 80 million acres on the National Forest System overall are at risk, and about a third of that area is at high risk.

Last year, we had one of the most severe fire seasons in recent history, with more than 10 million acres burned nationwide. Fire activity was much higher than normal in many parts of the West, including the Northern Rockies. About 12,000 structures were destroyed nationwide by wildfires, including more than 8,000 homes. That is more than five times higher than the annual average of about 1,500 homes destroyed by wildfire.

At national level, we have changed our language to talk about the fire year instead of the fire season. Over the last few decades, the western fire season has grown at least two-and-a-half months longer, and we have seen the frequency, size, and severity of wildfires increase. Primary

drivers are climate change, drought, hazardous fuel build-ups, and the spread of homes and communities into fire-prone landscapes.

As you know, the risk of wildfire is rising for family forest owners. We are in a "new normal of fire activity," where a full suite of environmental, social, political, financial, and cultural factors drive outcomes in the wildland fire environment. I call it the Wildland Fire System, and it is so incredibly complex that no single entity can do it alone – not the Forest Service, not the states, not any given fire department. We are all in this Wildland Fire System together.

That is why **we need to change the conversation**. We need to spend our energy finding collective solutions, not pointing fingers about who has the most responsibility for the wildland fire problem in this nation. This hit me when I was State Forester in Washington state and later in Arizona. We needed a new **paradigm** of working together to create resilient landscapes and fire-adapted communities.

The first pillar is restoring healthy fire-adapted landscapes. That includes both thinning and prescribed fire treatments, and it means getting more fire on the land, not less. If we don't, then our fires are only going to get bigger, more explosive, and more dangerous to homes, communities, and family forests. We also need homeowners and communities in fire-adapted landscapes who are prepared to **mitigate** risks from wildfire. Today, the number of homeowners in fire-prone landscapes is growing, and the people in those landscapes include family forest owners. We need to find ways to help landowners and communities expand hazardous fuels treatments and increase the resilience of their own homes and infrastructures.

91. What reason does the writer give for believing that preserving family-owned forests is important?
- They are a great place to live and work.
 - They are a vital sanctuary for flora and fauna.
 - They provide employment to the Forest Service.
 - They are a significant part of the national cultural landscape.
92. What particular risk is highlighted in the article?
- the number and length of wildfires in the forests
 - the increasing amount of people moving into forest area
 - the risk to the forests from pests and other wildlife
 - the great dangers faced by firefighters in the forests
93. What point is made by revealing that the Fire Service now refers to a "fire year" rather than a "fire season"?
- Different terminology can be used to refer to the same phenomenon.
 - The period which forests are at risk from wildfire has lengthened.
 - The term "fire year" is more understandable to the general public.
 - Wildfires are now occurring during every month of the year.
94. According to the article, what particular factor contributes to the growth of wildfires?
- the fact that the seasons are warmer and drier than in the past
 - the lack of trained firefighters to tackle outbreaks of wildfire
 - the growth in the numbers of forests in recent years
 - insect and disease epidemics weakening forest resistance to fires
95. According to the article, who should be responsible for managing the risk of forest wildfire?
- local fire departments and the state government
 - the people who choose to live in or near the forests
 - the professional and experienced Forest Service
 - a combination of all concerned stakeholders
96. What does the article mean when it says **we need to change the conversation** in the seventh paragraph?
- We need to alter the way experts research the issue.
 - We need a different approach from the previous one.
 - We need to talk more about solving the problem.
 - We need to find the ones responsible for the situation.
97. Which of the following is closest in meaning to **paradigm** in the seventh paragraph?
- handbook
 - paradox
 - set of theories
 - research paper
98. Which of the following is closest in meaning to **mitigate** in the eighth paragraph?
- ignore
 - exaggerate
 - reduce
 - acknowledge
99. What does the article suggest to combat wildfires?
- enlarge the budget for fire departments
 - provide support to homeowners willing to take precautions
 - convince the government to severely punish offenders
 - allow the Wildland Fire System to manage all severe wildfires
100. What is the main purpose of the article?
- to encourage listeners to take immediate action
 - to appeal to the government for more assistance
 - to inform the listener about today's challenges
 - to warn listeners not to live in or near forested areas

Reading Passage 3

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

How the Samoan Tattoo Survived Colonialism

In the 1800s, a chief in the South Pacific archipelago of Samoa sought medical aid from a Christian missionary stationed there. The missionary, a Scotsman by the name of George Archibald Lundie, urged the chief to **renounce** his traditional religious beliefs. Eventually, the chief agreed, but he put off professing a change in his faith until after his son received a *pe'a* tattoo, inked from mid-torso to knees in a ritual that typically takes many days.

The tale of Lundie and the chief hints at how Samoans kept their tattoo tradition, called *tatau*, alive despite outside pressures. As missionaries spread across the South Pacific during the 18th and 19th centuries, they attempted to wipe out local tattooing traditions – and broadly succeeded. But they failed in Samoa, where men traditionally received markings called *pe'a*, and women got thigh tattoos called *malu*.

Today *tatau* has made forays into other cultures while retaining its traditional Samoan flair, and its influence stretches well beyond its native islands. Samoans have mainly migrated to the United States, New Zealand, and Australia, and people of Samoan ancestry now use tattoos to connect with their roots. *Tatau* masters have visited a variety of nations to create their distinctive art for clients, both Samoan and non-Samoan, including other Pacific islands where they've helped revive lost tattoo practices.

"It's amazing how *tatau's* persisted," says anthropologist Sean Mallon, the senior curator of Pacific cultures at the Museum of New Zealand Te Papa Tongarewa. Many possible reasons can explain the practice's resilience. As with tattoos the world over, *tatau's* power rests in part in how various groups read and recognize these markings. Traditionally, Samoan tattoos marked adulthood, which came with special privileges.

The *tatau* tradition goes back 3,000 years. But when missionaries first encountered it, two centuries ago, they considered it a "savage and heathen practice," says Mallon. As a result of tattoo taboos, some Samoans risked fines or banishment for getting inked. For instance, the London Missionary Society, which arrived on Savai'i Island in the western part of Samoa in 1830, banned *tatau* in some areas because it disapproved of the partying that often accompanied the process. But island geography helped **thwart their efforts**, notes Sébastien Galliot, an anthropologist at the French National Center for Scientific Research, Center for Research and Documentation on Oceania in Marseille, France.

Samoa is an archipelago, comprising several islands and islets. At the time, it had a "decentralized system of chieftainship," says Galliot. The society converted a few villages, but others were relatively unaffected. That fact gave *tatau* plenty of space for continued practice.

When chiefs in eastern parts of Samoa banned *tatau* in the 1860s, young men traveled to the western end of the archipelago to get tattooed, even though it meant they couldn't go home. They were allowed back by the 1890s – provided they paid a fine.

The *pe'a* is an important rite of passage in Samoan communities that grants a man adult status and the right to perform certain duties for the village chief. "You're not respected without your *tatau*," explains Si'i Liufau, a Samoan tattoo artist in Garden Grove, California. "You have to have a *tatau* to be a full man." Today many people save up until midlife to afford the expensive ritual.

101. Which of the following is closest in meaning to **renounce** in the first paragraph?
- accuse
 - adopt
 - abandon
 - approve of
102. Why does the writer tell the story of the chief and Lundie?
- to show how the Samoans and missionaries lived in harmony
 - to illustrate how willing Samoans were to change their religion
 - to show the missionaries were interested in learning about Samoan traditions
 - to illustrate how Samoans kept their traditions despite external influences
103. What does the writer say about tattoo practices on other Pacific islands?
- They were in danger of completely dying out.
 - Their artists were as skillful as the Samoans.
 - The missionaries promoted them.
 - They copied the designs from Samoan tatau.
104. Why does the writer believe that Samoans who currently live abroad get tattooed?
- It marks them as different from those who stayed in Samoa.
 - It is a way to retain links with their cultural heritage.
 - It is now considered an art form in many countries.
 - It is an easy way to blend in with the local population.
105. According to the writer, why did Samoans traditionally get tattooed?
- to frighten their enemies
 - to identify themselves as Samoan
 - to denote a marriage
 - to mark the fact they were no longer children
106. What is suggested about the punishments some Samoans suffered?
- The penalties were often physical.
 - They first began over 3,000 years ago.
 - The missionaries wanted to stop them.
 - They were imposed by the missionaries.
107. Which of the following is closest in meaning to **thwart their efforts** in the fifth paragraph?
- suddenly lose their way
 - rudely interrupt a native ritual
 - successfully oppose their attempts
 - completely ignore their traditional practices
108. How did the layout and organization of Samoa help preserve the tatau ritual?
- Missionaries could not understand all the different Samoan dialects.
 - Villages were spread out over a large area and largely governed themselves.
 - The traditions survived on islands the missionaries were unaware of.
 - Samoans lived on islands that were easy to defend from foreign invaders.
109. Why do many Samoans today wait until later in life to undergo the tattoo ritual?
- They prefer to put their career first.
 - The ceremony can cost a lot of money.
 - They need to travel back to Samoa to do it.
 - The ceremony takes a long time to complete.
110. What is the writer's main reason for writing this article?
- to inform readers how tribes used to live
 - to encourage readers to get a tattoo themselves
 - to attract more tourists to modern-day Samoa
 - to give information about an ongoing tradition

Reading Passage 4

The following review was published in your local paper. Read the review carefully and answer the questions that follow.

A Wonderful Stroke of Luck

by Anne Beattie. Reviewed by Philip K. Jason

A Wonderful Stroke of Luck, Ann Beattie's 21st book, is extremely smart: edgy, **infectious**, witty, and yet a bit brooding. Some readers will wonder if it is too smart; if, in style and tone, intelligence has conquered feeling in paralyzing ways. It certainly seems to have done so in several of the major characters. They are oddly desperate and oddly blocked.

We meet Ben and his classmates during their senior year at Bailey Academy, a co-ed New Hampshire boarding school designed to discover and promote the ambitions of a privileged generation – and/or its parents. Beattie's handling of how these classmates interact, especially how they speak to one another, is remarkable. So is the anonymous narrating voice, who seems, at times, like an invisible overseer of the teenagers' potentialities and handicaps – like someone who may have graduated from Bailey a decade or so back and can guess what they're going through.

Positioned somewhere in between this voice and those of the students is Pierre La Verdere's. This master teacher is a complex personality who challenges his students in ways that don't always seem responsible. La Verdere manages the school's honor society, but honor means different things to different people. La Verdere is youthful and easily relates to his charges. Sometimes, he seems too close to them; sometimes, his closeness feels like an act – a test. He is a brilliant talker who knows how to take full advantage of his charm. But one suspects a hollowness within.

The students are going through the usual crises: Their nuclear families are breaking down through divorce and/or illness. Generational tensions are accelerating. They invade Ben's consciousness – or the reader's – in ways that

compromise progress in Ben's adult life. He and his Bailey cohorts are having trouble betting on the future or even gauging the "really" in "What do I really want?"

While one would assume that Beattie would develop this dimension more fully via a hefty treatment of Ben and his fellow Bailey grads in college, that does not happen. Instead, Beattie jumps over the university years and continues the narrative with portrayals of unsteady career pursuits and unsteady relationships. We watch how these empowered young adults, described magnificently from their mid-20s into their mid-30s, stumble in the shadows.

Many of them spend some of that early career time in New York City or nearby suburbs. Ben chooses the easiest job by which he can make a decent living: writing computer code. He lives alone. The concept of things being "for the long term" seems to belong to another epoch.

When an old friend from Bailey, a woman he had been fascinated by, comes back into his life, he is seriously shaken. Pierre La Verdere also comes back into his life, exhibiting an unexpected neediness. But, by then, Ben is beyond any compassion for this man whom he once idealized. Perhaps with justification.

Beattie is a magus of atmosphere. She captures the malaise of her **disoriented** characters whose spirits have been suffocated by events. *A Wonderful Stroke of Luck* is a powerful, nuanced study of arrested development, filled with Beattie's sardonic wit. It is captivating, thought-provoking, and disturbing.

111. Which of the following is closest in meaning to **infectious** in the first paragraph?
- hilarious or amusing
 - irresistible or compelling
 - likely to make the reader feel sick
 - complex and sometimes difficult to understand
112. What criticism does the reviewer make of the book?
- The plot is far too simplistic.
 - It does not have any realistic characters.
 - It may be too intelligent for some readers.
 - The writing does not flow as well as it should.
113. According to the reviewer, who is telling this story?
- the storyteller is never identified
 - the main character, Ben
 - the teacher La Verdere, whom Ben admires
 - Ben's various classmates
114. How does the writer describe La Verdere?
- as a trusted colleague with a dark past
 - as a casual acquaintance to the students' parents
 - as a mentor that is a bit reckless
 - as a confidant who is difficult to approach
115. Which of the following is closest in meaning to **compromise** in the fourth paragraph?
- encourage
 - hinder
 - lead to
 - prevent
116. What does the writer say about Ben's life once he reaches adulthood?
- He takes a powerful and well-paid job in the city.
 - He has trouble paying the bills on his salary.
 - He looks back on his childhood with fondness.
 - He doesn't really have a plan for the future.
117. What do we learn about the plot from the reviewer?
- It does not include the characters' college years.
 - It ignores the characters' late-20s and early-30s.
 - It charts how the school friends become successful.
 - It does not spend enough time in the present-day.
118. When Ben is an adult, what is his attitude towards La Verdere?
- He does not feel the need to be kind to La Verdere.
 - He is saddened at how La Verdere has turned out.
 - He cannot believe it is the same man he once knew.
 - He is still in awe of someone he once looked up to.
119. Which of the following is closest in meaning to **disoriented** in the eighth paragraph?
- worrying about the world
 - not caring about each other
 - having lost their way in life
 - looking back to happier times
120. What is the reviewer's overall impression of the book?
- It is upsetting and disturbing.
 - It is engaging and stimulating.
 - It is heart-warming and amusing.
 - It is an accurate documentary record.

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