

# **Validating the C-test amongst Malay ESL Learners**

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## **Introduction**

The C-test, developed in 1981 by Klein-Braley and Raatz was proposed as an alternative to the cloze test procedure. Based on the principle of the cloze procedure, the c-test is claimed to have ‘several advantages over the classical cloze test’ (Raatz and Klein-Braley, 1981: 113). Since 1981, it has been empirically scrutinized with promising results.

Developed as a modification of the cloze procedure and christened the C-test by Klein-Braley and Raatz, it is meant for ‘testing comprehension of the more specifically linguistic principle elements in a text’ (Weir, 1993: 81). Resting its foundation on the reduced redundancy principle, it operates on what its developers refer to as ‘the rule of two’. The C-test, comprising at least four texts, whereby starting with a second sentence of a text, the second half of every other word is deleted and the ending sentence left intact.

While retaining the theoretical basis underlying the classical cloze procedure – the concept of an internalized grammar, which is utilized in all language operations, the following criteria for the procedure were included to accommodate the necessary modifications:

1. Much shorter texts ought to be used to make up at least 100 items;
2. No problems should arise in the choice of deletion rate and starting point;
3. The deletion should be an absolutely representative sample of the elements of the texts;
4. The texts used should not favour the examinees;
5. Only exact scoring should be used to ensure scorer reliability;
6. Native speakers are expected to achieve virtually perfect scores;
7. The tests should have high reliability and validity.

## **Research on the reliability of the C-test**

Although developed two decades ago, the C-test is still under researched. Having been empirically investigated quite extensively in Germany, the C-tests investigated were mainly concerned with tests of English and German involving three different groups, namely, the L1 groups (children learning their native language), the L2 groups (people learning a language spoken in their home) and the LF groups (the typical foreign language learners at school or university). Several other studies conducted on the reliability and validity of the C-test include those done in French, Spanish, Hebrew, and Turkish.

In a study of the C-test involving roughly three thousand subjects, Klein-Braley and Raatz (1984) found rather encouraging results. While establishing a reliability coefficient of .8 as acceptable in their pilot studies, coefficients often exceeding .9 were reported with even highly restricted range groups in other studies (1985). In cases where lower coefficients were observed, it was suggested that the reliability coefficient be raised to the .9 level by discarding the text with the lowest discrimination index.

Other studies done on the reliability of the C-tests have also reported promising results. Studies done on the L1 groups, namely German, English, and Turkish, with subjects of varying ages and proficiency levels reported reliability coefficients between .76 and .92. Those done with L2 groups yielded coefficients between .76 and .95, whilst with the LF groups, reliability coefficients between .77 and .94 were reported.

Likewise, in a latest study by Dörnyei and Katona (1992) on Hungarian EFL learners, satisfactory reliability coefficients (.75 and .77) were reported although not reaching the acceptable .8 as proposed by the developers. Interestingly, they report that even though “the test proved to be fairly easy for the university sample and rather different for the secondary school sample, the internal consistency coefficients found in the two samples were consistent” (1992: 193). These satisfactory reliability coefficients reported in the literature suggest that the C-test is suitable to be used as a placement test.

### **Research on the validation of the C-test**

With regard to establishing the validity coefficient, the developers decided on an empirical validity coefficient of at least .5 (Klein-Braley and Raatz, 1984: 136). In validating the C-test, three different validation criteria were used, namely teacher assessment (in the form of school grades or test scores), self-assessment and some other already established psychometric-structuralist tests. In their studies on validity, Klein-Braley (1985) found, in general, validity coefficients higher than .8 when correlating C-tests with other tests of self-assessment. Correlation with teachers’ assessment has been often regarded as problematic as they tend to raise the issue of validity. As pointed out by Klein-Braley (1984: 136), “Their pragmatic validity in the context of the school system, however is a fact of life” and must, therefore be taken into consideration.

The studies done on the validation of the C-test have been considered promising. Although several unsatisfactory validity coefficients of below .5 were reported in several studies, coefficients as high as .95 were also found in studies involving L1 groups, L2 groups and LF groups. The lower validity coefficients are, however said to be the results of correlating C-tests with school grades and they have been attributable to one of two factors – that is, either the teacher is not familiar with the his/her students’ so as to result in giving complete information, or very little variance was noted in the criterion used.

In the light of this result, it has been suggested by Klein-Braley (1981) that the high validity coefficients obtained when correlating C-tests with teacher assessments seem to reflect a vindication of teachers’ assessments. The school grades, according to them, do have satisfactory statistical properties, nonetheless, they do not measure qualitatively what is measured by the discrete point item tests, but something more global, hence postulating that C-tests might be useful in schools as achievement, diagnostic and placement tests (1981: 134-135).

In a study of the C-test in Hebrew, Cohen (1984; 223) reported high correlations of .87 with his test of grammar, and a .69 correlation coefficient with the performance on the selected portion of the standardized reading comprehension tests. Similarly, a .69 correlation coefficient was reported when correlating the C-test with the cloze version of the same passages.

Similarly, in a study involving forty-two immigrant teachers in training, Segal (1984) obtained very high correlation coefficients between C-test performance and teacher's rating for grammar ( $r = .91$ ), reading comprehension ( $r = .92$ , globally  $r = .82$ ). These correlations were found to be even higher than that obtained by Raatz and Klein-Braley (1983) in their research, that is a coefficient of .73, "suggesting that teachers based their ratings of students on behaviour such as that assessed by the C-test" (Cohen, 1984: 223).

Adding further to the promising findings is the report of a validation study amongst Hungarian EFL learners (Dörnyei and Katona, 1992). Reporting their findings, Dörnyei and Katona claimed that the C-test, besides being a reliable instrument, is also valid amongst Hungarian EFL learners. Satisfactory validity coefficients were obtained even when the test proved too easy or too difficult for the target groups, which in turn confirmed earlier results done with EFL learners. Supporting their claim, they attributed their high concurrent validity coefficients to two reasons;

- a) by submitting their untried test C-test to statistical evaluation and choosing only the most efficient extracts, they could improve the coefficient
- b) the criterion measure that was used in the study was very carefully developed and included several language proficiency measures.

Having obtained such satisfactory reliability and validity coefficient coupled with other positive findings on other aspects of the C-test as claimed by the developers, it is not surprising that they conclude that not only the C-test is a reliable and valid measures of general language proficiency, but it is also one of the most efficient language testing instruments in terms of the ratio between resources invested and measurement accuracy obtained (1992: 203).

Apart from producing promising findings on reliability and validity, studies in the literature have also illustrated that not only do C-tests spread out examinees along a continuum, but they also seem to discriminate well between learners at different stages of language development (Klein-Braley, 1985).

### **The issue of equivalence**

A more central issue that needs to be highlighted is the issue of equivalence. Although research into this issue on the cloze procedure have shown that no two cloze tests can be assumed to yield equivalent results (Porter, 1978; Okeshott-Taylor, 1979; Klein-Braley, 1980), it has been claimed that, nonetheless, since the C-test procedure mutilates the second half of every other word, which hence allows a tester to obtain only two forms of the test based on the same material, it would seem more promising for a C-test in creating equivalent forms of a test.

Replicating Porter's experiment, Gershon (1985) found a very high correlation coefficient (.94) between his two forms of C-test (constructed from the same text with a difference in deletion pattern), which he administered to thirty-three foreign students at a three-week interval. The results of his study suggest that both forms of the C-test

behaved like parallel forms of a test. This finding, however, was regarded as tentative. Gershon attributed the high correlation coefficient to the subjects' proficiency level.

### **Criticisms regarding the C-test**

Despite the promising findings reported in the bulk of the literature, the C-test, like the cloze test, is not free from criticism. In the review on 'C-tests in der Praxis', Carroll (1987), while making several comments on the C-test, points out a number of critical remarks made by Purschel concerning the C-test. These remarks can be summarized as follows:

1. Caution needs to be exercised when using the C-test in testing native language skills, as it centers on reading and writing skills – the testing of speaking and listening skills and 'native competence' is said much to be desired. As such, the question of what the C-test really measures was highlighted. The positive correlations obtained between the C-test scores and teachers' judgment of language competence is suspect as 'teachers may have too narrow a concept of language competence' (1987: 105)
2. With regards to using C-test in assessing second language skills, the C-test has been pointed out to, instead of solving real language competence, pose the danger that it often measures 'crossword puzzle solution skills'. In the light of this, the test is thus thought to be coachable, as the list of the most probable completion for certain stimuli like 'o\_\_' could be worked out easily.
3. The apparent lack of agreement on how the C-test should be administered may also result in the 'leak' about the deletion of the second halves of words to potential candidates, hence it is likely to distort the results.

Besides the above criticism, the C-test is also said to be as, sometimes a quite curious test due to its deletion rules. For instance, the word 'and', occurring several times, often in succession in a text happens to always be truncated; at other instances, another word may be first in a position where it is truncated. This, Carroll claims would make the test too easy, thus undermining its developer's claim that the deletion rule is not critical.

Adding further to the problems posed by the C-test is the issue of the lead in sentence at the beginning of each text and a further provision of full ending sentence. These, according to Carroll, often provide clues for examinees who attempt to solve the task as a puzzle since a truncated word occurring in the text may reappear toward the end of the text. Moreover, the C-test procedure is also criticized to be somewhat arbitrary and have limited uses, that is for 'quite approximate, non-diagnostic assessment of competence with language in its written form' (1987: 106). As such, it should not, therefore be expected to do the job of more traditional procedures.

In spite of the above problems associated with the C-test, it is, nevertheless said to be a highly useful 'informal teachers' aid' and also 'a useful supplement to more conventional language techniques' (1987: 106). In the light of this, it is not a wonder to note why Purschel is sympathetic with its further development and thus recommends that an institute be established to, further properly develop the C-test.

Recapitulating the points made above, it thus seems that the C-test, which is a fruit of dissatisfaction with the cloze test, would perhaps be able to provide remedies for most of the latter's inadequacies. With its good characteristics like being easy to design and

score, shorter, comprising more deletions, and students finding it less frustrating than a cloze, the C-test has been empirically attested as a reliable and valid instrument and performing “everything that the cloze test promised” (Klein-Braley, 1984: 145). In the light of this, the C-test would also, therefore, seem a reliable and valid measure of the English language proficiency amongst the Malay ESL learners.

On the issue of equivalence, bearing in mind that the C-test, unlike the cloze test, can produce only two forms constructed from the same text, it may perhaps be robust enough to yield a strong equivalence to subjects of homogenous ability. Hence, two forms of C-tests in English are expected to correlate very highly.

### **Purpose of the Study**

The study seeks to:

1. validate the C-test as a measure of the English language proficiency amongst Malay ESL learners,
2. examine the issue of equivalence between two forms of C-test constructed from the same texts.

Specifically, the study proposes to answer the following research questions:

1. Does the C-test function well as a test of English language proficiency with a bias towards the written form for the Malay ESL learners?
2. Is the C-test a valid measure of the English language proficiency with a bias towards the written form for the Malay ESL learners?
3. Will two forms of the C-test in English constructed from the same texts show a strong equivalence?

Bearing the above questions in mind, the following hypotheses regarding the correlation coefficients were formulated:

1. Reliability coefficients of .8 or above are expected for the English C-tests when the test is of optimal length.
2. Validity coefficients of .5 or above are expected when the English C-test scores are correlated with English cloze test scores.
3. Very high correlation coefficients are expected when correlating two forms of the English C-test based on precisely the same text.

The definition of “very high” in the above hypotheses will be based on Kamimoto’s (1989) interpretation used in his study regarding C-tests and stylistic variation.

### **Research method**

#### **The C-tests**

Two sets of C-test, namely English C-test 1 and English C-test 2 (see Appendix) were constructed. Each of the tests comprises four sub-tests, which were all constructed following as closely as possible the guidelines proposed in the literature regarding selection of texts. The texts were selected on the ground of predicted difficulty, in general by educated guesswork hoping to gauge appropriate texts and avoiding bias against the intended subjects.

The texts, which made up the C-tests were selected from several Malaysian English newspapers. Text A was selected from an article on short stories in *The Star*; text B, from another section on health of the same newspaper; text C, from article on career in *The Sunday Mail*, and text D, from the section on 'entertainment' in *The Sunday Style*. The second form of the C-test was constructed from the same texts, but altering the deletion pattern, that is, the deletion was made one word later.

Each subtest comprises a complete sentence as a contextual clue, followed by twenty-five deletions of every other second half of alternate words beginning with the second word of the second sentence. Where odd-numbered letter words are concerned, it was decided to alternate the deletion pattern of the words, that is making the first word 'top-heavy' and the next 'bottom-heavy'. For example, the word 'the' may appear as 'th\_\_' or 't\_\_', respectively. In addition, any one-letter word like 'a' was not deleted and left uncounted in the deletion sequence. Proper names or nouns were also not deleted. After the last deletion, the text then continues until a natural break.

In constructing the tests, consideration was made in arranging the texts in an ascending order of difficulty, starting with a confidence-building text. This was done with the help of several colleagues and also two teachers of the school where the tests were administered. This, in general, seemed satisfactory; the researcher's idea of the easiest text appeared to match that of the teachers'.

## **Subjects**

The tests were initially administered to fifty-four secondary Malay male students. They represented two academic levels: Form One and Form Four. However, due to a large number of absentees during the second sitting of the tests, the results of only thirty students were used for analysis. Amongst the thirty students, fourteen represented the Form 1 group and sixteen represented the Form Four group. The subjects in the Form One group have studied English for at least six years whilst those in the Form Four group, for at least ten years. Based on their results, the subjects can be categorized as having an intermediate proficiency level of English.

## **Procedures**

Before administering the tests, the students were given several instructions as regard to the sitting of the tests. They were reminded to work independently. The students were also briefed on how to answer the C-tests. Approximately ten minutes were given to the students to go through the examples provided on the front page of the test paper and to raise any question pertaining to the tests. Both the Form One and the Form Four groups sat for the tests at the same time. The subjects were given forty-five minutes to complete the tests. The second form of the C-tests was administered three weeks later. Exactly the same procedure was followed when administering the second test. The completed tests were marked using the exact-word scoring by the researcher.

## The criterion measure

Two different cloze tests, which were used as the placement test for their English proficiency, were used as the criterion measure. The tests were administered to the students about a week before administering the first C-test.

## Data Analyses

Cronbach Alpha, the generalized formula of KR20 was used to calculate the estimated reliability coefficients of the two sets of C-test. To obtain the validity coefficients of the tests, the English C-test scores were correlated with those of the English cloze test for each group of students using the Pearson-Product Moment Correlation formula. To test equivalence between the two forms of the C-test, the test scores of each test were first correlated using the Pearson-Product Moment Correlation formula followed by a one-tailed t-test analysis on the total mean scores of the tests.

As proposed by the C-test developers, each subtest of twenty-five items was considered an independent item, which resulted in two sets of C-tests (English 1 and English 2), with each test comprising four sub-tests. In total, four sets of results were tested for reliability; two for the Form One Sample and another two for the Form Four sample.

## Results and discussion

### Reliability and text difficulty

C-tests	r coefficients	
	Form 1	Form 4
English 1	.78	.86
English 2	.76	.84

Table 1:  
The Estimated reliability coefficients of tests English 1 and English 2 for the Form 1 and Form 4 samples

As illustrated in Table 1, two of the four reliability coefficients yielded by both English C-tests for the Form One and Form Four samples are rather respectable. The estimated reliability coefficients yielded by English 1 C-test for both the Form One and Form Four samples are satisfactory, in fact, almost approaching a respectable value. This result is interesting; there seems to be a consistent pattern of reliability coefficients for both groups. The reliability coefficients obtained for the English 1 C-test seem to be higher than those of the English 2 C-test.

Table 2 presents the mean scores and the difficulty rates of all the subtests of both sets of English C-tests for the two groups.

C-tests	Form 1		Form 4	
	Mean score	Diff. rate	Mean score	Diff. Rate
English 1	62.79	.63	69.44	.69
A	20.00	.80	20.75	.83
B	15.64	.63	17.00	.68
C	13.36	.53	14.88	.59
D	12.71	.51	16.63	.67
English 2	59.64	.60	68.94	.69
A	17.07	.68	18.50	.74
B	15.21	.61	17.31	.69
C	14.71	.59	18.38	.74
D	12.50	.50	14.56	.58

Table 2:  
The mean scores and the difficulty rates of the subtests of both sets of English C-tests for the two groups

As seen in Table 2, in general, the mean scores and the difficulty rates of both English C-tests together with their sub-tests are rather moderate in both sample groups, suggesting that the tests are fairly mediocre in difficulty. It is interesting to point out however that the index of difficulty for sub-test A seem to suggest that sub-test A is easier than the other sub-tests. The difficulty indices are similar for both sample groups (.80 and .83) and the mean scores of sub-test for both groups are notably higher than the others. This phenomenon however is not observed in the results of English 2 C-test.

### Concurrent validity

English C-test Scores/ Cloze test scores	Validity Coefficients	
	Form One	Form Four
English 1/Cloze test scores	.94	.94
English 2/Cloze test scores	.96	.95

Table 3:  
Pearson-Product Moment correlation Coefficients of English C-tests for Form One and Form Four Sample groups

As can be seen in Table 3, the coefficients obtained from correlating both English 1 C-test and English 2 C-test scores with each respective cloze test scores for the Form One and Form Four samples are notably high, which are far beyond the minimum acceptable validity coefficient of .5 as recommended by the C-test developers. A set of consistent pattern can also be observed in all the coefficients. In the light of this results, it seems reasonable to suggest that the C-tests appear to measure the same thing as what the cloze is measuring, that is general English language proficiency.

### The Issue of Equivalence

In examining equivalence between C-tests 1 and 2, it is worthwhile presenting first, a descriptive summary of the results followed by the results of the correlation and t-test analyses for both sample groups.

C-tests	C-test 1		C-test 2		Correl. Coefficient	t-value
	Mean	Std. Dev.	Mean	Std. Dev.		
Form 1	62.79	11.10	69.44	11.75	.99	2.44
Form 4	59.64	10.97	68.94	9.66	.98	.67

p < .01

Table 4 :

The mean scores and standard deviations and results of the t-test of both C-tests for the Form One and Form Four groups

As illustrated by the data in Table 4, the descriptive summary of the data does not show any marked difference in the scores of the total mean scores of both forms of the test. The coefficients obtained from correlating the two forms of the C-test for both the Form One and Form Four subjects are .99 and .98, respectively – reaching almost a perfect correlation. These coefficients seem to be far beyond the acceptable coefficient (.90) as specified in the hypothesis. These extremely high coefficients seem to suggest equivalence between the different forms of the C-test. This finding is further confirmed by the results of the one-tailed t-test. As can be seen above, none of the t-values are significant (t=2.44; t=.67), illustrating that there is no difference in the mean scores of C-test 1 and that of C-test 2. The results suggest that both forms of the C-test behave like parallel forms of the same test.

## Discussion

Firstly, considering the issue of reliability, it was hypothesized that the English C-tests in this study would yield high reliability (.8 and above). The results, however, indicate that not all obtained reliability coefficients satisfy this hypothesis. While the reliability coefficients obtained for English 1 C-test in both samples satisfy the minimum acceptable value of .8 (the developers' minimum acceptable coefficient), those yielded by the Form 1 samples reached almost the satisfactory level of reliability.

Moving on to text difficulty, the mean difficulty rates for both forms of the C-test were found to be ranging from .60 to .69 in both sample groups. These values seem close enough to the level proposed by the test developers (.50). As illustrated earlier, the subtests difficulty rates appear to be in the ascending order of difficulty as predicted prior to the construction of the tests. The English C-tests, thus, seem to be suitable for both proficiency levels. Moreover, since the reliability of the tests, in general, can be regarded as satisfactory, it is reasonable to recommend, although cautiously at this point, that the C-tests be used as an English language proficiency test.

With regard to the validity of both the English C-tests, the very high correlation coefficients obtained (ranging from .94 and .96) seem to indicate a high degree of association between the cloze and the C-tests, suggesting that the two tests are measuring the same construct, that is, general language proficiency.

On the issue of equivalence, the notably high correlation coefficients obtained in the study seem to provide support for the hypothesis that there is a tendency for two different forms of the C-test to assess something similar.

## Conclusion

Owing to the very small sample size and the scope of this study, the findings of this study obviously preclude any definite conclusions regarding the performance of the C-tests, as a whole. One of the main issues considered in the study is whether the C-tests could be considered a reliable and valid measure of ESL students' general language proficiency in English. The respectable reliability coefficients obtained in the study seem to suggest that the C-test is indeed a reliable measure of language proficiency. In addition, the highly significant correlation coefficients obtained from correlating the scores of the cloze test and those of the C-tests suggest that the "C-test provides as good estimates of language proficiency as the cloze, if not better" (Dörnyei and Katona, 1992: 193). The results concerning equivalence also seem to point toward a sounder stance, in that both forms of the C-test behave like parallel forms of a test. That stated, however, taking into account the relatively small sample size in the study and given the tentative findings, certainly the C-test welcomes further empirical research. Research in this area would no doubt be beneficial and perhaps provide us with a clearer picture regarding the claims made by its developers.

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## Appendix

### English 1 C-test

#### Passage A

Once there was a merchant family who owned a dog and a donkey. One ni\_\_\_ when th\_\_\_ owner o\_\_\_ the ho\_\_\_ was fa\_\_\_ asleep i\_\_\_ his be\_\_\_, a th\_\_\_ broke in\_\_\_ the hou\_\_\_ to st\_\_\_ some o\_\_\_ the own\_\_\_ possessions. Th\_\_\_ donkey w\_\_\_ saw th\_\_\_ thief, wo\_\_\_ the d\_\_\_ up an\_\_\_ said, "H\_\_\_! Look! The\_\_\_ a th\_\_\_ in the\_\_\_ house! W\_\_\_ don't yo\_\_\_ bark and wake the master up?" "Why should I care about our master?" the dog replied.

#### Passage B

Eggs have played a large part in the diet of man for thousands of years, even before the domestication of chickens. In anc\_\_\_ times, hunt\_\_\_ would st\_\_\_ eggs fr\_\_\_ the nes\_\_\_ of w\_\_\_ birds t\_\_\_ sustain th\_\_\_ families. I\_\_\_ 1400BC the Chinese at\_\_\_ eggs a\_\_\_ discovered wa\_\_\_ of prese\_\_\_ them. Al\_\_\_ at th\_\_\_ time, th\_\_\_ people o\_\_\_ South East Asia be\_\_\_ keeping chic\_\_\_ which ar\_\_\_ seen i\_\_\_ Egyptian wa\_\_\_ drawings. T\_\_\_ Romans lov\_\_\_ eggs a\_\_\_ when they invade Britain, they found that the domesticated chickens were well established here.

#### Passage C

Design is a consultancy job like any other form of consultancy such as law, medicine or accountancy. I'm n\_\_\_ saying th\_\_\_ Malaysian d\_\_\_ not appre\_\_\_ aesthetics bu\_\_\_ they fe\_\_\_ it i\_\_\_ not wo\_\_\_ investing i\_\_\_ it. Tra\_\_\_ is mo\_\_\_ valuable t\_\_\_ them. O\_\_\_ the wh\_\_\_, things ar\_\_\_ picking u\_\_\_ . People a\_\_\_ now conce\_\_\_ with hav\_\_\_ an individ\_\_\_ image. How\_\_\_, if th\_\_\_ realize ho\_\_\_ much wo\_\_\_ architects d\_\_\_, the same principle should apply to us.

#### Passage D

Man knew it was a matter of time before the underground cult of rap made its way to Malaysia, and he cashed in on it. The bo\_\_\_ were giv\_\_\_ "street-cred" clo\_\_\_ and to\_\_\_ to forma\_\_\_ rap, strip\_\_\_ it o\_\_\_ its an\_\_\_ overtones an\_\_\_ turning i\_\_\_ into a mo\_\_\_ pop-orie\_\_\_ genre cent\_\_\_ on fla\_\_\_ stage, ro\_\_\_, blues an\_\_\_ a "Nusantara influence" add\_\_\_ the lo\_\_\_ youch. T\_\_\_ formula wor\_\_\_ like a dre\_\_\_ and today fan letters don't stop coming.

## English 2 C-test

### Passage A

Once there was a merchant family who owned a dog and a donkey. One night when the own of the house was fast asleep in his bed, a thief broke into the house to steal some of the owner's possessions. The donkey when he saw the thief, woke the dog up and said, "He! Look! There's a thief in the house! Why don't you bark and wake the master up?" "Why should I care about our master?" the dog replied.

### Passage B

Eggs have played a large part in the diet of man for thousands of years, even before the domestication of chickens. In ancient times, hunters would steal eggs from the nests of wild birds to sustain their families. In 1400BC the Chinese ate eggs and discovered ways of preserving them. Already at that time, the people of South East Asia were keeping chickens which are seen in Egyptian wall drawings. The Romans loved eggs and when they invaded Britain, they found that domesticated chickens were well established here.

### Passage C

'Design is a consultancy job like any other form of consultancy such as law, medicine or accountancy. I'm not saying that Malaysians do not appreciate aesthetics but they feel it is not worth investing in it. 'Tradition is more valuable than them. Otherwise, why are things always picking up? People are now concerned with having an individual image. However, if they realize how much work architects do, the same principle should apply to us.

### Passage D

Man knew it was only a matter of time before the underground cult of rap made its way to Malaysia, and he cashed in on it. The boss was given "street-cred" clothes and to form rap, strip it of its original overtones and turn it into a more pop-oriented genre centered on flashy stage routines, written solely in Malay with touches of reggae, rock, blues and a "Nusantara influence" adding the local touch. The formula works like a dream and today fan letters don't stop coming.