

**Perfect
TOEFL
Junior**

Practice Test Book 2

Perfect TOEFL Junior

Practice Test Book 2

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Perfect TOEFL Junior Practice Test

Darakwon TOEFL Junior
Research Team

BOOK 2

NTV

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NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

Introduction

Every year, as the world becomes more globalized, the importance of knowing the English language increases. As a result, it is crucial for students to be able to determine how well they know English. This is one of the reasons that standardized tests are so common.

TOEFL Junior is a relatively new standardized test. It is intended for middle school and high school students who are learning English. The test serves a couple of purposes. First, it enables young learners of the English language to rate their abilities. They can, therefore, find out which aspects of the English language they are skilled in and which aspects they need to improve upon. Second, *TOEFL Junior* helps prepare young learners for the *TOEFL* test, which they may take at some time in the future.

Perfect TOEFL Junior Practice Test Book 2 is the second book in a three-book series. The goal of this book is to provide students with practice tests that are as similar to the real *TOEFL Junior* tests as possible. In this way, this book enables students to get the practice they need to excel on the *TOEFL Junior* test when they take it.

This book has been written so that young learners may prepare to take the *TOEFL Junior* test either in a classroom environment or by themselves. We hope that both young learners and instructors will find this book useful. By utilizing *Perfect TOEFL Junior Practice Test*, young learners will be able both to increase their scores on the *TOEFL Junior* test and to improve their knowledge of the English language.

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About the *TOEFL Junior* Test

TOEFL is short for *Test of English as a Foreign Language*. The *TOEFL Junior* tests are available in two testing modes: the paper-based *TOEFL Junior* Standard test and the computer-based *TOEFL Junior* Comprehensive test. Each mode measures a different set of English skills. Both tests provide reliable administration and scoring, and scores from both testing modes are mapped to the Common European Framework of Reference (CEFR) levels. In addition, *TOEFL Junior* scores are matched with Lexile measures so instructors can help students choose books at the right reading level to improve their English reading proficiency.

About the *TOEFL Junior* Standard Test

Test Purpose

The *TOEFL Junior* Standard test is a paper-based test that is a general English proficiency assessment that is not limited to any specific curriculum and is geared for middle school students. It is currently available in over 50 countries around the world. Generally, the test

- provides parents, students and teachers with objective information about student progress in developing English-language skills over time.
- serves as a measurement tool to support placement of students into programs designed to increase English proficiency levels.
- measures developing English communication skills in preparation for future studies in English.
- offers useful information that can be used for instructional purposes.

Test Structure

The *TOEFL Junior* Standard test consists of 126 multiple-choice questions. It includes three sections: Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each section contains 42 four-choice questions with a total score of 900 (300 for each section) and the testing time is 1 hour 55 minutes.

The table below summarizes the structure of the test.

Section	Number of questions	Testing time	Score range
Listening Comprehension	42	40 minutes	200–300
Language Form and Meaning	42	25 minutes	200–300
Reading Comprehension	42	50 minutes	200–300
Total	126	1 hour 55 minutes	600–900

Test Content

Listening Comprehension

The Listening Comprehension section tests a candidate's ability to listen for basic interpersonal, instructional and academic purposes. There will be 42 questions in this section of the test. Candidates are asked to answer questions based on a variety of conversations and talks recorded in English. The testing time for this section is 35–40 minutes. There are usually three types of question:

The first type will involve a teacher or school staff member talking to students. Each talk is followed by one question. Candidates will be asked to choose the best answer to each question and mark the letter of the correct answer on the answer sheet. Candidates will hear each talk one time only.

The second type will contain short conversations. Each conversation is followed by three or more questions. Candidates will be asked to choose the best answer to each question. The conversation will be heard one time only.

The third type will be talks or discussions about academic topics. Each talk or discussion will be followed by four or more questions. Candidates will be asked to choose the best answer to each question and mark the letter of the correct answer on their answer sheets. The talk or discussion will also be heard one time only.

Language Form and Meaning

The Language Form and Meaning section measures a candidate's ability to demonstrate proficiency in the English aspects such as grammar and vocabulary in context.

The section contains 42 questions. Within each question are boxes that contain four possible ways to complete a sentence. Candidates will be asked to choose the word or words in each box that correctly complete the sentence. The testing time for this section is 25 minutes.

Reading Comprehension

The Reading Comprehension section measures a candidate's ability to read and understand academic and non-academic texts written in English.

There are 42 questions in this section of the test. The testing time for this section is 50 minutes. After reading each passage, candidates will read the questions and the four possible answers that follow it to choose the best possible answer.

Test Score

TOEFL Junior Standard test scores are determined by the number of questions a candidate has answered correctly. The total number of correct answers for each section is statistically adjusted or equated to account for differences in difficulty between forms. These equated scores are then converted to section scaled scores that range from 200 to 300. The total scaled score is the sum of scaled scores for each section and ranges from 600 to 900.

TOEFL Junior Score in comparison with the CEFR

The *TOEFL Junior* section scores will be mapped to the Common European Framework of Reference (CEFR) to help candidates understand what their level is on a global scale.

Section	Below A2	CEFR Level A2	CEFR Level B1	CEFR Level B2
Listening Comprehension	Under 225	225–245	250–285	290–300
Language Form and Meaning	Under 210	210–245	250–275	280–300
Reading Comprehension	Under 210	210–240	241–275	280–300

Lexile Measure

Each *TOEFL Junior* score report includes a Lexile measure, which puts the ability of the reader and the difficulty of the text on the same scale. The *TOEFL Junior* Standard test provides a Lexile measure with a score report to help students of every age and proficiency level or their parents and teachers find the right books at the students' right reading levels for their English practice. Generally, millions of English language learners worldwide use Lexile measures to improve reading in English and track progress over time.

Any questions regarding the *TOEFL Junior* Standard test, you may contact the addresses below.

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About This Book

Perfect TOEFL Junior Practice Test Book 2 consists of three complete *TOEFL Junior* practice tests. Each test is divided into three parts: Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each of these three parts contains a various number of passages along with 42 questions. The passages and questions have been written so that they are similar in style and difficulty to the actual passages and questions that appear on the *TOEFL Junior* test.

Listening Comprehension

This section contains both short and long passages. Some of the passages are academic in nature while others are practical. After each short passage, which may be a conversation, an announcement, or a lecture, there is one question. After each long passage, which may be a conversation, lecture, or discussion, there are three to five questions. The question types include main idea, detail, inference, and rhetorical purpose questions.

Language Form and Meaning

This section contains three short passages and four long passages. Some of the passages are academic while other passages cover practical topics. The passages appear in a variety of styles. These include letters, emails, advertisements, diary entries, announcements, and articles. Each short passage has four blanks while the long passages have six to eight blanks. Learners must choose one correct word or phrase for each blank. The answer choices test learners' knowledge of sentence structure, grammar, and vocabulary.

Reading Comprehension

This section contains both short and long passages. Some of the passages are academic, whereas others are about practical topics. The passages may be written as letters, emails, advertisements, diary entries, stories, announcements, and articles. After each passage, there are four to eleven questions. The question types vary, including main idea, detail, vocabulary, inference, reference, and rhetorical purpose questions.

Practice Test

01

Listening Comprehension

The listening section has 42 questions. Follow along as you listen to the directions to the listening section.

Directions

In this section of the test, you will hear talks and conversations. Each talk or conversation is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

Here is an example: 

What are the speakers talking about?

- (A) Their homework in a class
- (B) Mr. Davidson's lectures
- (C) A recent assignment
- (D) How to do their homework

The correct answer is (A), "Their homework in a class."

Here is another example: 

What does the girl say about the new cafeteria?

- (A) The atmosphere is nice.
- (B) There are many tables.
- (C) It is very large.
- (D) It has better food.

The correct answer is (D), "It has better food."

Go on to the next page, and the test will begin with question number one.

- 1. What are the speakers talking about?**
- (A) The topics of their English papers
 - (B) How to do research at the library
 - (C) A report for their history class
 - (D) Why they have so much homework
- 2. What is the girl going to do tomorrow morning?**
- (A) Have a meeting with her teacher
 - (B) Give her homework to Mr. Patterson
 - (C) Complete her homework assignment
 - (D) Introduce her mother to Mr. Patterson
- 3. According to the boy, why did his parents buy him a bike?**
- (A) They wanted him to get more exercise.
 - (B) He got good grades the previous semester.
 - (C) They gave it to him for his birthday.
 - (D) It was a reward for getting an A+ in math.
- 4. What does the girl imply about her grade on the test?**
- (A) It is lower than the boy's grade.
 - (B) It is her best grade of the semester.
 - (C) It will make her parents proud of her.
 - (D) It is better than she had expected.
- 5. What are the speakers mainly discussing?**
- (A) Where the girl lives
 - (B) How the girl will get home
 - (C) What time school finishes
 - (D) What the boy's parents do
- 6. What does the teacher suggest about the girl?**
- (A) She needs to act better in class.
 - (B) Her attitude is getting better.
 - (C) She does not pay attention to him.
 - (D) Her test scores have not improved.
- 7. What is the purpose of the announcement?**
- (A) To provide some information about the science fair
 - (B) To encourage the students to turn in their topics
 - (C) To tell the students about last year's science fair winner
 - (D) To warn the students about forgetting to submit a topic
- 8. What is the subject of the announcement?**
- (A) How to join the cross-country team
 - (B) The need for the students to run more
 - (C) The formation of a new sports team
 - (D) The new coach of the school's athletic teams
- 9. What does the teacher say about chemical changes?**
- (A) They happen by adding chemicals to a substance.
 - (B) One example is boiling water to make steam.
 - (C) They change the molecules that are inside objects.
 - (D) It is difficult to make them actually take place.

Now you will hear longer talks or conversations. Each talk or conversation will be followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

10. What are the students mainly discussing?

- (A) The importance of voting in all elections
- (B) What the girl intends to do as school president
- (C) How they can make the school a better place
- (D) The upcoming election that the girl is involved in

11. Why does the girl mention Randy?

- (A) To say she had expected to lose to him
- (B) To talk about how popular he is
- (C) To note his friendship with the boy
- (D) To compliment the campaign that he ran

12. What does the boy say about the food in the cafeteria?

- (A) Its taste has improved.
- (B) There is a wide selection.
- (C) Its price is too high.
- (D) It is not very good.

13. What does the girl imply when she says this: "I don't want to do too much at once"?

- (A) She wishes she had lost the election.
- (B) Being president will keep her very busy.
- (C) She would like the boy to give her some help.
- (D) She will only focus on the cafeteria at first.

14. What does the teacher say about the boy's recent homework?

- (A) It has been better than she had expected.
- (B) He has failed to turn it in most of the time.
- (C) He has not been doing well on it.
- (D) It has been some of his best work.

15. What does the teacher suggest about the study group?

- (A) It will help the boy's math scores improve.
- (B) It will teach the boy some new concepts in math.
- (C) It will make the boy more attentive in class.
- (D) It will prepare the boy for the upcoming classes.

16. What is the boy going to do after lunch today?

- (A) Speak with his football coach
- (B) Submit his math homework
- (C) Go to a study group meeting
- (D) Study one-on-one with the teacher

17. What is the main topic of the conversation?
- (A) The topic of the paper the girl needs to write
 - (B) The work the girl missed in the teacher's class
 - (C) The girl's recent performance in the teacher's class
 - (D) The most recent topic that the teacher covered
18. Why was the girl absent from class?
- (A) She was in the hospital.
 - (B) She broke her leg.
 - (C) She was in a car accident.
 - (D) She had an illness.
19. What does the girl imply about Mark?
- (A) He is her lab partner in science class.
 - (B) He is one of her closest friends.
 - (C) She often studies with him after school.
 - (D) She will ask him for his class notes.
20. What does the teacher give the girl?
- (A) An assignment sheet
 - (B) A test paper
 - (C) A permission slip
 - (D) A report that she wrote
21. What will the girl probably do next?
- (A) Submit her assignment
 - (B) Take a makeup exam
 - (C) Attend her next class
 - (D) Ask the teacher a question
22. Why is the girl talking about doing another extracurricular activity?
- (A) She wants to learn a new skill.
 - (B) Her parents want her to do that.
 - (C) It will give her something else to do.
 - (D) She has a lot of free time.
23. What does the boy mean when he says this: "It seems like your plate is already full"?
- (A) The girl is doing a large number of activities.
 - (B) The girl ought to listen to her parents.
 - (C) The girl should stop eating so much food.
 - (D) The girl needs to ask someone for advice.
24. Why does the boy talk about the track team?
- (A) To complain about his last track meet
 - (B) To say that he is the captain of the team
 - (C) To claim that it takes up a lot of time
 - (D) To advise the girl to try out for it
25. Which extracurricular activity does the girl decide to do?
- (A) The track team
 - (B) The computer club
 - (C) The softball team
 - (D) The band

26. Why does the professor mention Watertown?

- (A) To say it is where he teaches
- (B) To note the location of a cave
- (C) To describe a Native American tribe from there
- (D) To name the place where the three boys live

27. According to the professor, when was the newly discovered art most likely made?

- (A) One century ago
- (B) Five centuries ago
- (C) One thousand years ago
- (D) Several thousand years ago

28. What was found along with the art?

- (A) Jewelry
- (B) Pottery
- (C) Weapons
- (D) Bones

29. What is probably true about the recent discovery?

- (A) It occurred thanks to research done by the professor.
- (B) Archaeologists from all over the country are studying it.
- (C) It is one of the most important archaeological finds in the region.
- (D) Many of the paintings are currently in poor condition.

30. What is the teacher mainly discussing?

- (A) Mathematical formulas for the laws of motion
- (B) The life of Sir Isaac Newton
- (C) Sir Isaac Newton's three laws of motion
- (D) The research that Sir Isaac Newton did

31. What can be inferred about the teacher?

- (A) He used to conduct research on optics.
- (B) He wrote his master's thesis on Sir Isaac Newton.
- (C) He would rather be teaching a math class.
- (D) He is familiar with Sir Isaac Newton's achievements.

32. How does the teacher demonstrate the first law of motion?

- (A) By writing a formula on the board
- (B) By rolling a ball on his desk
- (C) By showing a rocket taking off
- (D) By talking about a car accelerating

33. What is the third law of motion?

- (A) There is an equal reaction for every action.
- (B) An object at rest stays at rest.
- (C) All objects move in straight lines.
- (D) Force equals mass times acceleration.

34. What will the teacher probably do next?

- (A) Have the students ask some questions
- (B) Conduct a science experiment
- (C) Talk about Sir Isaac Newton's life
- (D) Have the students watch a video

35. Why does the girl mention her sister?

- (A) To say that her sister gives her stress
- (B) To claim that her sister is unaffected by stress
- (C) To explain how her sister reacts to stress
- (D) To note that her sister gets stressed out by school

36. What does the teacher imply when she says this: "Be serious, Brad"?

- (A) She is going to kick the student out of class.
- (B) She is pleased with the student's answer.
- (C) She wants the student to be quiet.
- (D) She thinks the student is making a joke.

37. According to the teacher, how can traffic jams cause stress?

- (A) They give people a sense of helplessness.
- (B) They can cause people to get physically ill.
- (C) They make people late for their appointments.
- (D) They force people to waste a lot of time.

38. Why does the teacher suggest that the students should do their homework early?

- (A) To recommend it as one way to save time
- (B) To name a way they can get rid of their stress
- (C) To encourage them to stop delaying their work
- (D) To claim that it will improve their grades

39. What is the teacher explaining?

- (A) The way that a train operates
- (B) The development of railways
- (C) George Stevenson's role in history
- (D) The inventing of the steam engine

40. How were carts that ran on wooden tracks moved?

- (A) By oxen
- (B) By steam engines
- (C) By horses
- (D) By electric power

41. What did George Stevenson do?

- (A) He made a train engine.
- (B) He worked as a miner.
- (C) He designed a railway line.
- (D) He invented the steam engine.

42. What is probably true about railroads?

- (A) They could transport goods faster than automobiles could.
- (B) It was cheaper to make them than to build steamships.
- (C) People in countries other than Britain learned to make them.
- (D) Some of them were dangerous and caused accidents.



Language Form and Meaning

Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. Ever since Gutenberg

- (A) invents
- (B) invented
- (C) inventing
- (D) has invented

movable type in the 1400s, printed

works have been the primary source of reading material for most people.

2. But,

- (A) thanks to the Internet,
- (B) thanking the Internet,
- (C) having thanked the Internet,
- (D) with the thanks of the Internet,

more and more people are reading

material that is not printed on paper nowadays.

The correct answer to Sample 1 is (B), “invented.” The correct answer to Sample 2 is (A), “thanks to the Internet.”

Questions 1-4 refer to the following email.

Dear Jessica,

1. Are you going to try out for the swim team this year? I hope you intend

- (A) do
- (B) doing
- (C) will do
- (D) to do

that. I have been working out all summer long, so I think I should make the team. It

2. would be fantastic if

- (A) we could be teammates
- (B) they are teammates
- (C) some of them are teammates
- (D) the teammates are us

this year. I wonder if you have

any pointers that you can give me. I know you have been on the swim team for a couple

3. of years, but this is my first attempt to participate in

- (A) individual
- (B) organized
- (C) respected
- (D) extended

sports.

4. I am a little nervous, so any

- (A) evidence
- (B) tips
- (C) clues
- (D) prompts

or other information you can provide me

with would be appreciated.

Bye,

Tiffany

Questions 5–8 refer to the following essay.

I strongly believe that all students should do some kind of volunteer work. I especially feel that they should work with individuals who are poor or homeless. Many of us live

5. (A) unfortunate
 (B) scholastic
 (C) apparent
 (D) sheltered
- lives. After school every day, we go back to our nice homes and

6. enjoy (A) as much food as
 (B) the most food
 (C) a greater amount of food
 (D) more food
- we can eat. We are fortunate, but not

everyone is so lucky. By volunteering at a homeless shelter or a food bank,

7. (A) we could see that
 (B) what we see is
 (C) we can see how
 (D) seeing how, we can
- some other members of society live. I truly feel that we

8. could learn a lot (A) which engages
 (B) by engaging
 (C) to engage
 (D) if they engage
- in this kind of volunteer work.

Questions 9-12 refer to the following advertisement.

9. Are you the

- (A) style
- (B) type
- (C) individual
- (D) category

of student who enjoys studying? Do you like it when your

teachers spend extra time with you in the classroom? Are you interested in getting

10.

- (A) out of your education from most?
- (B) your education is the most?
- (C) your education, which is the most?
- (D) the most out of your education?

If you answered yes to these questions, then

you should consider applying to Lakeview Academy. We are a private school that educates elementary, middle, and high school students.

11.

- (A) Situated on top of Henry Mountain,
- (B) In a situation on top of Henry Mountain,
- (C) On Henry Mountain, there is situated,
- (D) What was situated at the top of Henry Mountain,

we provide the best education

12. possible for our students. If you think you have

- (A) what it takes
- (B) which was taken
- (C) who we take
- (D) where it was taken

to be

a Lakeview student, call 555-6543 and set up an appointment with us today.

Questions 13-20 refer to the following email.

Dear Sally,

13. I just had a talk with David

- (A) concern
- (B) concerned
- (C) concerning
- (D) to concern

the group project we are doing for our

14. science class. According to him, we are very far behind

- (A) schedule
- (B) scheduled
- (C) scheduling
- (D) schedules

15. and need to start working

- (A) as fast as.
- (B) faster than.
- (C) much faster.
- (D) the fastest.

16.

- (A) Whimsically,
- (B) Periodically,
- (C) Consequently,
- (D) Apparently,

we only have ten more days before everything is supposed

17. work, but

- (A) we have barely even started.
- (B) barely starting, we have.
- (C) having started, we had barely.
- (D) barely had we even started.

Anyway, he wants you and me to do

18. some

- (A) assignment
- (B) exams
- (C) experiment
- (D) research

at the library tomorrow after school. He gave me a list of books

for us to find and get some data from. Do you have time to go to the public library after

19. school tomorrow? I cannot recall

- (A) basketball practice, whether it is.
- (B) what is at basketball practice.
- (C) whether you have basketball practice.
- (D) how we are having basketball practice.

If you do

not have it, how about meeting at three twenty? But, if you have practice, go to the library

20. when it is over. I am planning to head there

- (A) thus having finished school.
- (B) before I finish school.
- (C) once school finishes.
- (D) if school is going to finish.

Let me know what your situation is.

See you tomorrow.

Jason

Questions 21–26 refer to the following magazine article.

21. People use figures of speech to make their writing

- (A) more appealing
 (B) the most appealing of
 (C) appealing than
 (D) of the most appealing

to

readers. Two of the most common of these are similes and metaphors. However, there are

22. a large number of other figures of speech

- (A) how these are used.
 (B) what are used.
 (C) which they will use.
 (D) that they can use.

One of these is

personification. When a writer uses it, he or she gives an animal or thing human characteristics. For instance, a person might write, “The sun smiled down on the land.” By

23. claiming that the sun is smiling, the writer is

- (A) giving the sun a human ability.
 (B) a sun with human abilities.
 (C) given an ability by the sun.
 (D) able to give the sun abilities.

Two

more common figures of speech are alliteration and assonance. Alliteration is the repetition

24. of consonant sounds

- (A) because
 (B) whereas
 (C) therefore
 (D) moreover

assonance is the repetition of vowel sounds.

Therefore “five fierce friends” is an example of alliteration, and “every excited elephant”

25. is

- (A) examples of assonance.
- (B) one of assonance.
- (C) the assonance.
- (D) some assonance.

By employing these figures of speech and others in

26. their works, writers can make

- (A) superb
- (B) creative
- (C) long
- (D) dull

prose much more interesting to the people

reading it.

Questions 27–31 refer to the following notice.

To all students:

27. I would like to

- (A) reciprocate
- (B) appreciate
- (C) renovate
- (D) congratulate

the girls' volleyball team for qualifying for the state

tournament last week. The girls' team defeated Walker High School,

28. which

- (A) enables
- (B) enabled
- (C) has been enabled
- (D) is enabling

them to make the

29.

- (A) upcoming
- (B) arriving
- (C) various
- (D) recent

state tournament. This year's competition will be held this weekend.

30. It starts on Thursday and

- (A) coming for the end
- (B) came to its end
- (C) will end when we come
- (D) will come to an end

on Saturday evening, when

the final game to determine the state champion is played. Our girls' team is currently

31. (A) rank
 (B) ranks
 (C) ranked
 (D) ranking

number three in the entire state, so we have an outstanding chance of

playing in the final game. The girls need your support though, so I encourage as many students as possible to attend the tournament. The games will be held in

32. Davenport,

- (A) that is in twenty minutes.
 (B) for about twenty minutes.
 (C) which is twenty minutes away.
 (D) when there are twenty minutes.

The girls' first game is on Thursday

evening at six o'clock. We have reserved two buses to take students to the game.

33. Please let your homeroom teacher know

- (A) how they attended.
 (B) if you can attend.
 (C) why you should attend.
 (D) when they are attending.

Be sure to

- 34.

- (A) appeal
 (B) wish
 (C) grant
 (D) say

the members of the girls' team luck when you see them.

Sandy Nelson

Principal

Questions 35-42 refer to the following essay.

35. The myths and

- (A) legends
- (B) civilizations
- (C) art
- (D) sculptures

of various cultures often include stories involving

magic and monsters. Many people in the past believed that some individuals could do magic and that monsters existed. In my opinion, people cannot do magic, and there is

36.

- (A) a monster, not a thing.
- (B) not a monster in that thing.
- (C) not any kinds of monsters.
- (D) no such thing as monsters.

In that case, why did people believe

so strongly in them? One reason is that people lacked the knowledge

37.

- (A) understanding
- (B) to understand
- (C) having understood
- (D) being understood

the world around them. For instance, people did not know

38.

- (A) what caused an eclipse
- (B) the cause of that eclipse
- (C) when the eclipse happened
- (D) which kind of eclipse caused

when the moon moved in front of the sun.

39. They thought it involved

- (A) some sort of magic.
- (B) magic, which has some.
- (C) sorting magic.
- (D) the sorting of magic.

Since they did not know about

astronomy, they could not explain that the movement of the planets and other heavenly

40. bodies caused

- (A) eclipse
- (B) eclipses
- (C) eclipsing
- (D) eclipsed

to occur at times. As for monsters, one reason people

41. thought they existed had to do with dinosaur

- (A) eggs.
- (B) samples.
- (C) fossils.
- (D) studies.

42. People who found these

- (A) gigantic
- (B) extreme
- (C) miniature
- (D) underground

bones believed they came from dragons

and other large monsters. As a result, they thought there were monsters on the planet.



Reading Comprehension

Directions

In this section of the test, you will read six texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the sample questions below.

Sample Text

Sharks are misunderstood creatures. Many people believe that all sharks are brutal killers that hunt humans, but that is not true at all. Only a handful of sharks ever attack humans, and most of them do that by mistake. In fact, most sharks ignore humans completely and seek to avoid them.

Sample Question 1

What is this text mostly about?

- (A) Which sharks attack humans
- (B) Why sharks often ignore humans
- (C) How many sharks behave around humans
- (D) What to do when you see a shark

The correct answer is (C), “How many sharks behave around humans.”

Sample Question 2

Which of the following is true regarding sharks?

- (A) Most species of them attack humans.
- (B) Many of them actively hunt people.
- (C) A lot of them prefer to eat small sea creatures.
- (D) The majority of them stay away from people.

The correct answer is (D), “The majority of them stay away from people.”

Questions 1–6 are about the following letter.

Dear Students,

We are about to embark upon another school year, so many of you will be looking forward to participating in the school's athletic teams. This year, we intend to field several athletic teams for both boys and girls. However, there are a couple of changes you ought to be conscious of.

First of all, Coach Jenkins is no longer with us. After fourteen years of coaching and teaching health classes at our school, Coach Jenkins resigned to take a job elsewhere. He has been replaced by Jeremy Sloan. Coach Sloan will be the head coach of the boys' football and basketball teams. He will also serve as an assistant coach of the track and field team.

Unfortunately, due to a lack of interest in the area, there will not be a girls' softball team this year. Only two schools in the county expressed an interest in fielding teams. Therefore, we regret that the girls' softball season has been cancelled. Girls will, however, be permitted to try out for the boys' baseball team.

Please contact me if you have any questions.

Steve Hollister

Athletic Director

1. What is this letter mostly about?
 - (A) The school's newest instructors
 - (B) Some changes in the school's athletic teams
 - (C) The boys' and girls' basketball teams
 - (D) Which sports girls can play this semester
2. In line 2, the phrase embark upon is closest in meaning to _____.
 - (A) start
 - (B) consider
 - (C) delay
 - (D) repeat
3. In line 7, the word resigned is closest in meaning to _____.
 - (A) transferred
 - (B) moved
 - (C) quit
 - (D) expected
4. Based on the letter, which is probably true about Coach Jenkins?
 - (A) He was the school's most popular coach.
 - (B) His football team had a winning record last year.
 - (C) He used to play professional basketball.
 - (D) He will coach a sport at a different school.
5. Who is Jeremy Sloan?
 - (A) The school's athletic director
 - (B) The coach of the baseball team
 - (C) The school's football coach
 - (D) The head coach of the track team
6. According to the letter, all of the following sports will be played EXCEPT _____.
 - (A) boys' football
 - (B) girls' softball
 - (C) boys' baseball
 - (D) track and field

Questions 7-12 are about the following notice.

Attention, all students:

In the past week, several students have been caught violating the school's dress code. On account of that, I would like to list which clothes are acceptable and which are not.

Boys must wear long pants and button-down shirts. These shirts must have collars since all boys have to wear neckties as well. Furthermore, boys must wear either dress shoes or nice shoes. Sneakers, sandals, jeans, shorts, T-shirts, sleeveless shirts, tank tops, and other similar casual articles of clothing are not allowed.

Girls must wear slacks or skirts as well as blouses. All skirts must go down below the knees of the students wearing them. Girls may also wear dresses so long as they are not too formal. The clothes that are prohibited for boys may also not be worn by girls.

Students who violate the dress code will be sent to their homes to change and be given detentions or suspensions. Multiple violations of the dress code will result in them being sent to the principal's office.

We insist that all students comply with the dress code. Should you have any objections to the school's dress code, I am willing to speak with you about them.

Tina Wimberley

Principal

7. What is the purpose of the notice?

- (A) To punish some students for wearing improper clothes
- (B) To announce that the dress code has been abolished
- (C) To inform students about the school's dress code
- (D) To advise students to wear their uniforms every day

8. What does the author say about clothing for boys?

- (A) They may wear jeans or shorts to school.
- (B) They are supposed to wear ties to school.
- (C) T-shirts are acceptable clothing for them.
- (D) Their clothes must be ironed and look nice.

9. In line 10, the word prohibited is closest in meaning to _____.

- (A) advised
- (B) forbidden
- (C) registered
- (D) requested

10. In line 12, the word them refers to _____.

- (A) students
- (B) their homes
- (C) detentions or suspensions
- (D) multiple violations

11. What can be inferred from the notice about Tina Wimberley?

- (A) She works as a teacher in addition to serving as school principal.
- (B) She recently began her employment at the school.
- (C) She expects some students to violate the school's dress code.
- (D) She is planning to make the school's dress code more casual.

12. In line 14, the phrase comply with is closest in meaning to _____.

- (A) adhere to
- (B) think about
- (C) agree with
- (D) be proud of

Questions 13-17 are about the following story.

"You'd better hurry up, or we're going to be late," said Eric.

"Relax, Eric," responded Martin. "I've got everything under control. Besides, we have to finish this science experiment before we can leave the classroom. That's what Ms. Chandler told us."

- 5 Eric and Martin both looked at the clock. It was three o'clock, and school had already ended. However, the boys were still working on their science experiment, so they couldn't leave the classroom. Unfortunately, they only had a few minutes to get to the gym. As members of the football team, they had to be on the bus no later than three twenty. Their team was playing an away game later in the evening and had to leave very soon in order to get to the site of the game on time.

10 After working for five more minutes, Eric said, "That does it. We're all done with the experiment. Now, let's get out of here."

"Hold on," Martin said to him. "We've got to clean up this mess first. Ms. Chandler will berate us if we don't put away everything."

- 15 "But what about the bus?" Eric asked worriedly. "I'm more afraid of Coach than I am Ms. Chandler."

"I've got everything under control," stated Martin. After having said that, Martin began to clean up the lab table while Eric put the chemicals away. In just a few minutes, the boys were done.

- 20 "Great," said Eric. "Let's roll. We've only got five more minutes."

Eric and Martin both ran out of the classroom. They grabbed their football equipment, and then they rushed all the way to the front of the gym. The rest of the team was already on the bus while Coach Jackson was standing beside it.

- 25 "It's about time you boys got here," he said impatiently. "I didn't think you were going to make it for a moment."

"We wouldn't let you down, Coach," said Martin. "We just had to get some schoolwork done."

"Okay," responded Coach Jackson. "Now get on that bus so that we can get out of here."

13. What is the best title for the story?

- (A) Getting Ready for the Big Game
- (B) How to Do a Science Experiment
- (C) Taking Care of Some Schoolwork
- (D) Eric and Martin Practice Football

14. Why are Eric and Martin going to take a bus?

- (A) To go to a football game
- (B) To get to their homes
- (C) To go on a field trip
- (D) To visit a laboratory

15. In line 14, the word berate is closest in meaning to _____.

- (A) compliment
- (B) penalize
- (C) scold
- (D) insult

16. In line 23, the word it refers to _____.

- (A) the classroom
- (B) the gym
- (C) the team
- (D) the bus

17. At the end of the story, Eric and Martin have done all of the following activities EXCEPT _____.

- (A) spoken with their head coach
- (B) changed into their football uniforms
- (C) cleaned their laboratory table
- (D) completed their science experiment

Questions 18–26 are about the following passage.

Since ancient times, one of the most common materials people have utilized to make things with is wood. Wood is used to make houses, buildings, and other structures. People also make a large number of smaller objects with it.



- 5 The desire to make finished products more beautiful appears to be ingrained in human nature. On account of this fact, for thousands of years, people have carved and shaped wooden objects to make them more appealing to the eye. Humans have additionally tended to create both religious and ceremonial objects from wood.
- 10 In fact, all around the world, countless cultures have made use of ceremonial wood carvings. These objects often reflect the spirit of the people who made them, and each of them tends to hold a special significance as well.

One of the most common types of wood carvings is the mask. People in many cultures in Asia, Africa, and North America have made ceremonial wooden masks. In Africa, for instance, large numbers of tribes use wooden masks for various spiritual rituals. These masks are often in the form of animals that are sacred to the tribes. In other cases, the masks have human forms. The faces, however, may not be exactly humanlike. For instance, the faces can be distorted, having wider, longer, smaller, or larger features than normal. The masks may be carved to give them ugly or frightening appearances as well. And, on other occasions, the masks are made to look as beautiful as possible.

While masks tend to be fairly small, other wood carvings can be enormous. Among the largest of all ceremonial wood carvings is the totem pole. Totem poles have been built by several Native American tribes that reside in the northwestern part of North America. They are normally made to represent families, or they may honor significant historical events. Some even tell stories. A typical totem pole has several individual carvings on it. Each carving represents a different part of the family history, event, or story. Most totem poles have human or animal faces, as well as other figures, carved in them. They are so large that they are made from entire trees. Once the trees are cut down, master craftsmen work on them. When completed, they may or may not be painted. Then, the totem poles are positioned in places of honor and placed upright.

18. What is this passage mainly about?

- (A) The ways wood can be used to make buildings
- (B) The purposes of masks in some cultures
- (C) The types of wood carvings some people make
- (D) Totem poles and their significance

19. In line 6, the word ingrained is closest in meaning to _____.

- (A) embedded
- (B) disturbed
- (C) initiated
- (D) consistent

20. Why have some people carved wooden objects?

- (A) To give them to others as gifts
- (B) To worship them as idols
- (C) To employ them as weapons
- (D) To utilize them in ceremonies

21. In line 16, the phrase sacred to is closest in meaning to _____.

- (A) important to
- (B) hunted by
- (C) revered by
- (D) necessary for

22. What does the author say about masks?

- (A) They always resemble human faces.
- (B) It takes a great deal of effort to make them.
- (C) People make them on several continents.
- (D) Animal masks are more popular than human ones.

23. The author uses totem poles as an example of _____.

- (A) wood carvings that are large in size
- (B) a type of wood carving older than masks
- (C) the most impressive of all wood carvings
- (D) the wood carvings favored by all Native Americans

24. In line 25, the word they refers to _____.

- (A) totem poles
- (B) several Native American tribes
- (C) families
- (D) significant historical events

25. What does the author imply about wood carvings?

- (A) They take years to learn how to make.
- (B) They are expensive to buy.
- (C) They need special types of wood.
- (D) They may vary in size.

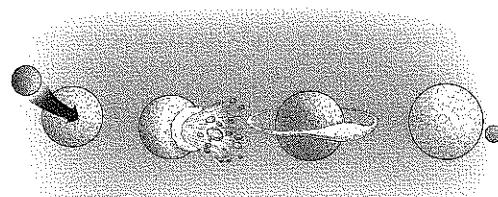
26. The author mentions all of the following about totem poles EXCEPT _____.

- (A) what they look like
- (B) what they represent
- (C) which trees are used to make them
- (D) who usually carves them

Questions 27–31

are about the following passage.

Virtually any night of the year, a person can look up at the sky and see the moon. The moon is Earth's only natural satellite. It takes slightly more than 5 twenty-seven days for it to orbit Earth. And it does so from a little more than 380,000 kilometers away. Despite being Earth's closest celestial neighbor, there is much about the moon that scientists do not know.



For instance, no one is exactly sure when the moon was formed. Earth is estimated 10 to have been created around 4.5 billion years ago. No later than 100,000 years after that, the moon was in orbit around Earth. Yet the question remains: How did the moon form? There are several theories, but astronomers have thus far failed to prove any of them correct.

The most widely accepted idea is the collision theory. It states that the moon 15 formed when an object crashed into Earth. According to this hypothesis, when Earth was first created, it had no satellite. But, at some point in time, an object approximately the size of Mars collided with Earth. This caused part of the planet to break off. The largest part eventually transformed into the moon.

Another theory is that Earth and the moon formed at the exact same time billions 20 of years ago. However, many astronomers discount this theory. They point out that Earth and the moon are comprised of different substances. They claim that if the two bodies were formed at the same time, then they should be composed of the same materials. Yet, as an example of their differences, the moon has much less iron than Earth does.

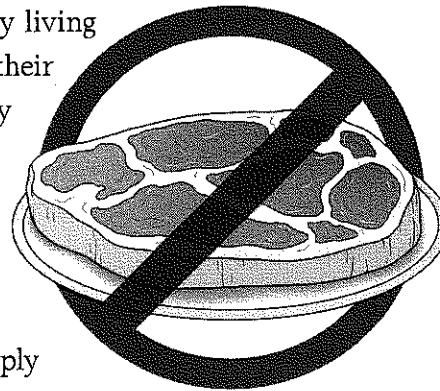
A third theory proposes 25 that the moon formed somewhere else in the solar system. As it wandered past Earth, it was captured by Earth's gravity and began to orbit the planet. A fourth theory declares that, when it first formed, Earth spun much more rapidly than it does at the present time. Due to its swift rotation, part of the crust was stripped away from the planet and cast into space. This material 30 then formed the moon.

Each of the four theories has its supporters and detractors. Thus far, however, no astronomer has been able to prove one theory while disproving all of the others.

27. What would be the best title for the passage?
- The Moon: Everything You Need to Know about It
 - The Changing Phases of the Moon
 - Theories on the Creation of the Moon
 - How Long Ago Did the Moon Form?
28. Which of the following statements does paragraph 1 support?
- The moon's distance from Earth changes at times.
 - There are many satellites that are orbiting Earth.
 - The moon is always visible in the night sky.
 - No natural objects are closer to Earth than the moon.
29. In line 9, the word estimated is closest in meaning to _____.
- known
 - determined
 - thought
 - presumed
30. In line 15, the phrase crashed into is closest in meaning to _____.
- hit
 - passed
 - interfered with
 - affected
31. Which of the following is true regarding the collision theory?
- It points out that Earth's orbit changed a great deal.
 - It declares that Mars collided with Earth at one point.
 - It states that Earth once had multiple satellites.
 - It is believed by the greatest number of astronomers.
32. Why do many astronomers doubt that Earth and the moon formed at the same time?
- The moon more likely came from elsewhere in the solar system.
 - Earth and the moon are formed of different materials.
 - There is not enough iron in the Earth's crust.
 - The chances of two objects forming close together are small.
33. In line 25, the word proposes is closest in meaning to _____.
- suggests
 - insists
 - promises
 - denies
34. In line 27, the word it refers to _____.
- the solar system
 - the planet's gravity
 - a fourth theory
 - Earth

Questions 35-42 are about the following passage.

For thousands of years, humans survived by living as hunter-gatherers. Since they neither grew their own crops nor raised their own animals, they lacked easy access to food supplies. Instead,
 5 they ate whatever animals they could hunt, trap, or fish and whatever fruits, vegetables, grains, and nuts they could gather.



In more recent times, the global food supply has increased greatly thanks to advanced farming
 10 methods. While there are still places on the Earth where some people starve, it is no longer a major problem like it was in the past. In fact, in the developed world, starvation is a minor problem only experienced by a relatively small number of people. As a result of this excess of food, more and more people are becoming pickier about what they consume.

15 Thus people have adapted a number of eating styles. This is especially true of individuals who live in the Western world. One of these movements is vegetarianism. A vegetarian is an individual who does not eat meat. Since most meat is high in protein, vegetarians must replace this lost nutrient by eating other types of food. For the most part, they can eat fish, soy products, and various kinds of
 20 beans to get the nourishment they require.

There are actually a wide variety of vegetarian lifestyles. Many individuals who opt for vegetarian diets have different standards of what they consider meat. For instance, some vegetarians refuse to eat both beef and pork but consume chicken and other poultry. Other vegetarians do not eat beef, pork, and poultry
 25 but have no problem with fish and other types of seafood. There are some vegetarians who reject all kinds of meat and fish but eat eggs, cheese, milk, butter, and other animal-based food products. Finally, there are a few vegetarians who are so strict that they do not eat any kind of food that comes from an animal.

For the most part, people choose the vegetarian lifestyle for two reasons. The
 30 first is that they believe eating meat is unhealthy. They claim that consuming meat can cause obesity, heart disease, and other health problems. The second is that some people do not want to cause harm to any animals. They believe it is inhumane to kill animals for food, so they do not eat meat as a result.

35. Which of the following is NOT mentioned as a method of obtaining food used by hunter-gatherers?

- (A) Trapping animals
- (B) Fishing for animals
- (C) Farming grains
- (D) Collecting fruits

36. In line 14, the word pickier is closest in meaning to _____.

- (A) more cautious
- (B) choosier
- (C) smarter
- (D) more exotic

37. What does the author imply about starvation?

- (A) People often suffered from it in the past.
- (B) It is a painful way for a person to die.
- (C) People would not starve if they stopped being picky.
- (D) It will likely disappear in the near future.

38. What can vegetarians eat to get more protein in their diets?

- (A) Chicken
- (B) Fruit
- (C) Grain
- (D) Beans

39. In line 22, the phrase opt for is closest in meaning to _____.

- (A) choose
- (B) require
- (C) prepare
- (D) abandon

40. Why does the author talk about vegetarian lifestyles?

- (A) To state that most of them originated in the Western world
- (B) To point out that there are several of them for people to follow
- (C) To claim that they have been followed by people for centuries
- (D) To criticize the people who lead them for refusing to eat any meat

41. In line 33, the word inhumane is closest in meaning to _____.

- (A) acceptable
- (B) unclean
- (C) cruel
- (D) unnecessary

42. According to the passage, why do people become vegetarians?

- (A) To save on their food budgets
- (B) To avoid certain health issues
- (C) To help them gain weight
- (D) To follow the latest trends

STOP

Practice Test

02

Listening Comprehension

The listening section has 42 questions. Follow along as you listen to the directions to the listening section.

Directions

In this section of the test, you will hear talks and conversations. Each talk or conversation is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

Here is an example:



What are the speakers talking about?

- (A) Their homework in a class
- (B) Mr. Davidson's lectures
- (C) A recent assignment
- (D) How to do their homework

The correct answer is (A), "Their homework in a class."

Here is another example:



What does the girl say about the new cafeteria?

- (A) The atmosphere is nice.
- (B) There are many tables.
- (C) It is very large.
- (D) It has better food.

The correct answer is (D), "It has better food."

Go on to the next page, and the test will begin with question number one.

- 1. What is probably true about the speakers?**
- (A) They are working on a school project.
 - (B) They are currently at an art gallery.
 - (C) They are on a field trip.
 - (D) They are taking pictures of the objects.
- 2. What are the speakers mainly talking about?**
- (A) The recent history test that they took
 - (B) How much they enjoy Mr. Warren's class
 - (C) The chances of having a pop test in class
 - (D) The failure of one of the boys to do the reading
- 3. What is the student's problem?**
- (A) He is not paying close attention in class.
 - (B) He is speaking with his friends in class too much.
 - (C) He has gotten low grades on his recent assignments.
 - (D) He finds the material they are studying to be hard.
- 4. What can be inferred about the boy?**
- (A) He intends to have a science club meeting in a week.
 - (B) He thinks being the president of the science club is too hard.
 - (C) He is no longer interested in the science club.
 - (D) He enjoys working together with Mr. Kipley.
- 5. What does the girl imply when she says this: "That's smart thinking"?**
- (A) She wants to give the boy some help.
 - (B) She has come up with a good idea.
 - (C) She knows how to solve the problem.
 - (D) She supports the boy's action.
- 6. What is probably true about the teacher?**
- (A) She enjoyed the girl's presentation.
 - (B) She is going to prepare the projector.
 - (C) She will give the girl an extension.
 - (D) She forgot about the girl's assignment.
- 7. What is the main topic of the announcement?**
- (A) Why the students need to listen to the teacher
 - (B) How to be safe in the laboratory
 - (C) Which experiment they will conduct
 - (D) The clothes students should wear
- 8. What does the teacher ask the students to do?**
- (A) Read a passage in their books
 - (B) Name some figures of speech
 - (C) Write a short poem
 - (D) Think of some similes
- 9. Why does the teacher talk about the slippery floor?**
- (A) To explain how long the floor will be slick
 - (B) To give some rules on how to behave while at school
 - (C) To warn the students so that they do not get hurt
 - (D) To tell the students what happened to the receptionist

Now you will hear longer talk or conversations. Each talk or conversation will be followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

10. What is the principal explaining?

- (A) The work that the girl is expected to do
- (B) How he expects the girl to behave
- (C) The type of studying the girl must do
- (D) Where the school's facilities are located

11. According to the principal, what will happen to a student who cheats two times?

- (A) The student will get detention.
- (B) The student will fail the class.
- (C) The student will get suspended.
- (D) The student will be expelled.

12. What is probably true about the girl?

- (A) She is attending her second school of the semester.
- (B) She is going to graduate at the end of the year.
- (C) She gets higher grades than most of her classmates.
- (D) She has been misbehaving in her classes lately.

13. What will the girl probably do next?

- (A) Ask the principal some questions
- (B) Go to her first class
- (C) Study at the library
- (D) Stay after school for detention

14. What are the students mainly discussing?

- (A) The boy's interest in politics
- (B) Why the girl wants to be a doctor
- (C) A field trip they will go on
- (D) A project they are working on

15. How does the girl probably feel when she says this: "You've got to be kidding me?"

- (A) She is amused.
- (B) She is concerned.
- (C) She is pleased.
- (D) She is surprised.

16. What will the boy probably do tomorrow?

- (A) Make a visit to the hospital
- (B) Stay home from school
- (C) Attend a city council meeting
- (D) Ask the mayor a question

17. What does the boy say about hospitals?

- (A) He volunteers at them sometimes.
- (B) He dislikes them a great deal.
- (C) He avoids them whenever he can.
- (D) He hopes to work in one someday.

18. What are the speakers mainly talking about?
- (A) The boy's recent contributions to class
(B) How the boy did on his last assignment
(C) The boy's grade in the teacher's class
(D) How the boy can improve his study methods
19. According to the boy, why is he talking more in class?
- (A) He wants to improve his participation grade.
(B) The teacher is calling on him more often.
(C) He is confident since he knows the answers.
(D) The teacher previously asked him to speak more.
20. Why does the teacher mention the boy's other instructors?
- (A) To warn the boy that some of them dislike him
(B) To claim that they are pleased with his improvement
(C) To say that he is getting A's in all of their courses
(D) To praise them for helping the boy improve his work
21. What does the teacher imply about most of her students?
- (A) They rarely speak in her class.
(B) They have behavioral problems.
(C) They study less than they should.
(D) They envy the boy's accomplishments.
22. What will the boy probably do next?
- (A) Return to his homeroom
(B) Eat lunch in the cafeteria
(C) Go to his gym class
(D) Meet one of his friends
23. What does the boy mean when he says this: "You're telling me"?
- (A) He wants the girl to repeat herself.
(B) He agrees with the girl's comment.
(C) He does not like being told what to do.
(D) He heard what the girl said.
24. Where does the boy work?
- (A) At a gas station
(B) At a clothing store
(C) At a drugstore
(D) At a supermarket
25. When did the girl quit her job?
- (A) At the beginning of summer vacation
(B) Before the start of the semester
(C) One month into the semester
(D) Two weeks ago
26. Why does the boy suggest that the girl wait to get a job?
- (A) To make sure that her grades do not go down
(B) To enable her to find a high-paying job
(C) To avoid having to quit the girls' volleyball team
(D) To let her enjoy her free time a little longer

27. What is the purpose of the discussion?

- (A) To explain how a person can run for president
- (B) To talk about the American Founding Fathers
- (C) To describe the role of the Electoral College
- (D) To review the history of colonial America

28. According to the teacher, what kind of government does the United States have?

- (A) A republic
- (B) A capitalist government
- (C) A democracy
- (D) A dictatorship

29. Why does the boy mention the Electoral College?

- (A) To describe how it functions
- (B) To express his dislike for it
- (C) To discuss the number of electors in it
- (D) To ask the girl a question about it

30. What is the teacher mainly discussing?

- (A) The military conquests of Genghis Khan
- (B) The life of Genghis Khan
- (C) Why Genghis Khan fought many battles
- (D) The strategies of Genghis Khan

31. According to the teacher, how did Temujin increase the size of his tribe?

- (A) By encouraging his men to take several wives
- (B) By paying Mongols to become members of his tribe
- (C) By defeating other Mongol tribes in battle
- (D) By inviting foreigners to join his tribe

32. Why does the teacher mention China?

- (A) To describe its location with regard to Mongolia
- (B) To discuss a famous battle that Genghis Khan fought there
- (C) To name it as the first foreign land captured by Genghis Khan
- (D) To explain why Genghis Khan wanted to defeat it

33. What will the teacher probably do next?

- (A) Let the students go to lunch
- (B) Talk more about Genghis Khan
- (C) Show the class a video
- (D) Have a student give a presentation

34. What does the teacher say about polio?

- (A) It once killed many people.
- (B) It still infects people today.
- (C) It is more serious than smallpox.
- (D) It paralyzes some people.

35. Why does the teacher talk about when people get vaccines?

- (A) To explain why children get so many of them
- (B) To answer a question asked by a student
- (C) To note why some vaccines last many years
- (D) To advise the students to get vaccinated when young

36. What is probably true about vaccines?

- (A) Some of them are too expensive for most people.
- (B) They can occasionally make people sick.
- (C) They are not always effective at stopping viruses.
- (D) Different ones are given to different people.

37. Who was Edward Jenner?

- (A) An early American scientist
- (B) A British government official
- (C) The creator of the smallpox vaccine
- (D) An opponent of childhood vaccines

38. What is the main topic of the talk?

- (A) The animals that live in estuaries
- (B) The locations of estuaries
- (C) The sizes of most estuaries
- (D) The characteristics of estuaries

39. What feature of estuaries does the teacher mention?

- (A) The presence of landforms in them
- (B) Their usage by animals as breeding grounds
- (C) The amount of time they take to form
- (D) The number of aquatic animals living in them

40. What can be inferred about estuaries?

- (A) They can get extremely high and low tides.
- (B) Saltwater animals tend to live in them.
- (C) They often look different from one another.
- (D) They have more life in them than bays do.

41. What does the teacher say about estuaries formed by glaciers?

- (A) They have deep water.
- (B) They have sandy beaches.
- (C) They are wedge-shaped.
- (D) They contain wide channels.

42. Why does the teacher mention New York City?

- (A) To describe the estuary that it is close to
- (B) To point out its nearness to an estuary
- (C) To stress the number of trade routes it lies upon
- (D) To say that an estuary was drained to build it



Language Form and Meaning

Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. Ever since Gutenberg (A) invents
 (B) invented
 (C) inventing
 (D) has invented

movable type in the 1400s, printed

works have been the primary source of reading material for most people.

2. But, more and more people are reading
(A) thanks to the Internet,
(B) thanking the Internet,
(C) having thanked the Internet,
(D) with the thanks of the Internet.

material that is not printed on paper nowadays.

The correct answer to Sample 1 is (B), “invented.” The correct answer to Sample 2 is (A), “thanks to the Internet.”

Questions 1-4 refer to the following announcement.

To All Students:

It is time once again to begin working on your annual history projects. This year,

1. you
- (A) were allowed
(B) will be allowed
(C) are allowing
(D) will have been allowed
- to work on teams. Teams may consist of up to four

2. students. You may also work alone if you desire

- (A) to do so.
(B) for doing such.
(C) to have done so.
(D) by doing such.

All students

should let me know with whom you will be working no later than next Monday, March 22.

3. Once you have made your choice, you may not

- (A) alter
(B) cancel
(C) rearrange
(D) postpone
- it in any manner.

All decisions are final. This year, the way in which you may do your history project is slightly different from that of previous years. Please see the attached papers for some

4. examples of

- (A) when your projects looked alike.
(B) why the project looks like that.
(C) which projects have looked like it.
(D) what your projects should look like.

Genevieve Mason

History Teacher

Questions 5–8 refer to the following diary entry.

Dear Diary,

PART 2

5. It is almost time to start thinking about which college I am going to

- (A) apply
- (B) register
- (C) attend
- (D) consider

after

6. I finish high school.

- (A) Wanting me, my parents
- (B) My parents want me
- (C) I would like my parents
- (D) My parents and I want

to enroll at the same school my

7. I want to study.

- (A) My interest is great
- (B) My great interest
- (C) The greatest interest of mine
- (D) Of greater interest to me

are a couple of

8. out-of-state schools. But, unless I

- (A) am awarding
- (B) am awarded
- (C) was awarded
- (D) will award

a scholarship, they are both

too expensive for my family. I suppose I ought to improve my grades if I want to go to either of those places.

Questions 9–12 refer to the following advertisement.

Work at the Sunnyville Summer Camp This Summer

How would you like to make some extra cash? If you have at least an A average, then you are qualified to apply for a position at the Sunnyville Summer Camp. At Sunnyville,

9. we

- (A) remove
- (B) enforce
- (C) stress
- (D) value

camp counselors who are not only good with younger children but

10. who are also

- (A) better students
- (B) the best students
- (C) one of the best students
- (D) better than more students

in their classes. That is why you need

good grades to get a job with us. We also prefer students who

11.

- (A) enjoy spending time outdoors
- (B) are enjoying their time outdoors
- (C) have enjoyed spending time outdoors
- (D) being outdoors, enjoy their time

and being active. We pay well and provide

our counselors with great experiences throughout the entire summer. If you would like to

12.

- (A) stretch
- (B) broaden
- (C) attempt
- (D) test

your horizons and work for us this summer, then call 555-1991

and ask for Mary or Jason.

Questions 13-20 refer to the following letter.

Dear Paul,

13. I hope you do not mind, but I need to get some

- (A) advice
- (B) advise
- (C) advisement
- (D) advisory

from you. There is

14. something that has been on my mind a lot recently.

- (A) I am trying to decide
- (B) I, having decided, am trying
- (C) I decided to try
- (D) I will try for a decision

if I should join the basketball team or get a part-time job. Coach Dobbins is putting a lot

15. of pressure on me

- (A) playing.
- (B) to play.
- (C) will play.
- (D) have played.

I was on the team last year and had fun.

16. Overall,

- (A) I am gaining more experience.
- (B) it was a great experience.
- (C) the experience will be great.
- (D) I have a lot of experience.

However, my parents have cut off

17. my
- (A) allowance.
 - (B) scholarship.
 - (C) endowment.
 - (D) grant.

They say I am old enough to earn my own spending money.

Since I am planning to buy a car once I get my driver's license, I need to come up with

18. some extra cash. What would you do in my

- (A) condition?
- (B) resumption?
- (C) situation?
- (D) imposition?

I trust advice from

19. you
- (A) more advising
 - (B) more than advice
 - (C) the most advice
 - (D) than the most advising

from any of my other friends. Please tell me

- 20.
- (A) who thought that
 - (B) what we thought
 - (C) who is thinking
 - (D) what you think

I ought to do.

Your friend,

Tim

Questions 21–28 refer to the following biography.

21. One of inventors in the world was Thomas Edison.

- (A) great
- (B) greater
- (C) greater than
- (D) the greatest

22. in 1931, Edison held more than 1,000 patents and had

- (A) Dying in time
- (B) By the time he died
- (C) After having died
- (D) Since the time of his death

revolutionized the world with his inventions, which included the light bulb and

23. phonograph. Yet few who knew Edison in his youth would have

- (A) replied
- (B) treated
- (C) approached
- (D) predicted

he

was destined for greatness. As a child, Edison became sick and developed hearing problems

24. as a result of his illness. Eventually, he became deaf in both ears. He

- (A) direct
- (B) directive
- (C) direction
- (D) directly

25. was also Due to his hyperactive behavior, his

- (A) children with some problems.
- (B) a problem with his children.
- (C) probably a child.
- (D) something of a problem child.

schoolteachers disliked him. Some thought he was unintelligent and would never

26.

- (A) accomplish
- (B) regard
- (C) approach
- (D) instruct

anything. Fortunately for Edison, his mother,

27.

- (A) herself being taught by him,
- (B) having taught him herself,
- (C) who was a teacher herself,
- (D) who will teach him by herself,

began to homeschool him when he was eleven.

28.

- (A) portrayed
- (B) developed
- (C) satisfied
- (D) structured

an interest in becoming an inventor.

Questions 29–32 refer to the following newspaper article.

29. The Beaumont Academy is about to start

- (A) a projected ambition
- (B) projecting its ambitions
- (C) an ambitious project
- (D) the projection of ambition

that will result in the school undergoing a great deal of change.

30. _____

- (A) He donated thanks to
- (B) Thankfully, his donation
- (C) After giving thanks for a donation
- (D) Thanks to a donation

of two million dollars from a recent alumnus,

31. the Beaumont Academy is going to

- (A) reprove
- (B) restructure
- (C) renovate
- (D) renegate

the entire campus. Work on the

main building has already started since the students are currently on summer vacation.

The school also intends to work on its gymnasium as well as its library.

32. _____

- (A) Will there be funds left over,
- (B) With the leftover funds,
- (C) After using the leftover funds,
- (D) With no funds left over,

the school will construct an entirely new

- 33.
- (A) cafeteria.
 - (B) facility.
 - (C) stadium.
 - (D) library.

It will contain a number of state-of-the-art classrooms that should

improve the learning environment at the school. According to school president John Sanders, the faculty, students, and parents are all eagerly anticipating how the school will

34. look. "Everything won't be

- (A) apparent
- (B) ordered
- (C) financed
- (D) complete

until about ten months from now," said

Mr. Sanders. "However, we think the campus will be much improved by that time."

Questions 35–42 refer to the following essay.

A mural is a large painting done on a wall, ceiling, or side of a building.

35. There are several different _____ of murals.

- (A) creators
- (B) families
- (C) examples
- (D) styles

36. _____ frescoes were among

- (A) There were a variety of times in the past,
- (B) In the past with various times,
- (C) During various times in the past,
- (D) Before various times had passed,

37. _____ of murals. To create a fresco, the artist first

- (A) the most popular types
- (B) as popular as types
- (C) more popular types than
- (D) the popularity of more types

38. _____ wet plaster to the surface of the wall or ceiling. Then, paint was

- (A) applied
- (B) dried
- (C) painted
- (D) mixed

layered on top of the plaster. Because the plaster dried so quickly, the artist could only paint a small area at a time. Thus frescoes often took a long time

39. (A) completing.
(B) will complete.
(C) have been complete.
(D) to be completed.

For that reason, many artists actively

40. (A) enjoyed
(B) avoided
(C) requested
(D) planned

making frescoes. Those who wanted to do murals more quickly

41. (A) attempted
(B) studied
(C) resorted
(D) trained

to using other techniques. Painting on pieces of canvas and then

42. attaching those pieces to a wall was another way

- (A) of making murals.
(B) murals will be made.
(C) to make your mural.
(D) making a mural.

A more modern technique is to make murals with photographs that have been printed on large sheets.



Reading Comprehension

Directions

In this section of the test, you will read six texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the sample questions below.

Sample Text

Sharks are misunderstood creatures. Many people believe that all sharks are brutal killers that hunt humans, but that is not true at all. Only a handful of sharks ever attack humans, and most of them do that by mistake. In fact, most sharks ignore humans completely and seek to avoid them.

Sample Question 1

What is this text mostly about?

- (A) Which sharks attack humans
- (B) Why sharks often ignore humans
- (C) How many sharks behave around humans
- (D) What to do when you see a shark

The correct answer is (C), “How many sharks behave around humans.”

Sample Question 2

Which of the following is true regarding sharks?

- (A) Most species of them attack humans.
- (B) Many of them actively hunt people.
- (C) A lot of them prefer to eat small sea creatures.
- (D) The majority of them stay away from people.

The correct answer is (D), “The majority of them stay away from people.”

Questions 1–6 are about the following announcement.

All students who are enrolled in history and social studies classes this year should be aware of the following changes. We are making them because of the sudden departure of Mr. Sellers, who taught American history. Please consult the chart to note your new classrooms or instructors:

Class	Classroom	Instructor	Change
American History	202	Mr. Alvarez	New instructor
World History	202	Mr. Alvarez	New classroom
California State History	206	Ms. Henderson	New classroom
Social Studies	209	Mr. Nekon	New instructor

Please be aware that the class times have not undergone any changes at all. Your classes will still meet according to the times listed on your schedule. However, either your instructor or your classroom is different from what is listed on your schedule. We apologize for any confusion that these changes may cause, but the matter is out of the school's control. Hopefully, there will not be any problems with these classes during the school year. The school will also hire a new history teacher by next semester so that our current teachers will not be so overworked.

1. What is the purpose of the announcement?

- (A) To provide students with their final schedules
- (B) To request that students sign up for history classes
- (C) To inform students of some scheduling changes
- (D) To encourage students to take classes with new teachers

2. What did Mr. Sellers do?

- (A) He quit his job.
- (B) He got a promotion.
- (C) He became sick.
- (D) He changed departments.

3. According to the announcement, all of the following statements are true EXCEPT

- (A) Mr. Alvarez is teaching world history
- (B) social studies will meet in room 209
- (C) American history has a new teacher
- (D) Mr. Nelson is teaching California state history

4. What does the announcement mention about the class times?

- (A) They have not changed at all.
- (B) They are listed on a handout.
- (C) They will be determined later.
- (D) They will be altered next week.

5. What does the author point out by writing that the matter is out of the school's control in line 8?

- (A) The school will try to control its teachers better.
- (B) The school regrets having to make the changes.
- (C) The school had no way of affecting what happened.
- (D) The school will compensate students for their losses.

6. What can be inferred from the announcement about the school?

- (A) It has not replaced the teacher who departed.
- (B) It is going to make every teacher work more hours.
- (C) It intends to hire the most qualified teachers.
- (D) It is going to offer fewer history classes next semester.

Questions 7-12 are about the following letter.

Dear seniors,

This year, many of you have chosen to register for advanced placement (AP) classes in the hope that you will be able to obtain college credit for the courses you take here. I hope you understand that the workload in an AP class is much greater than the workload in a standard class. After all, you are hoping to receive college credit for the AP class or classes that you signed up for, so doing extra work should be expected.

In fact, you will have up to twice the normal amount of work in each AP class that you are taking. Please take this into consideration when signing up for extracurricular activities or working part-time. This is particularly true for students who have enrolled in multiple AP classes. Simply put, this will be the busiest school year of your life.

If you find the work to be excessive, you may speak with either Mr. Reginald or me anytime. Just visit his or my office, and we will help you to the best of our ability. I wish the best of luck to you all in your senior year, and may you have both academic and personal success.

Margaret Lewis

Guidance Counselor

7. What is the purpose of the letter?

- (A) To advise students about some of their classes
- (B) To convince students to register for AP classes
- (C) To let students know what the guidance counselors do
- (D) To tell students how to organize their schedules

8. What does the author say about AP classes?

- (A) They must be taken at a local college.
- (B) They require more work than regular classes.
- (C) They are taught by university professors.
- (D) They are as difficult as college classes.

9. What does the author imply about extracurricular activities?

- (A) The best ones for students to participate in are sports.
- (B) They are not as important as studying or working part-time.
- (C) It is necessary for students to sign up for some of them.
- (D) Students in AP classes may lack the time to do them.

10. In line 11, the word excessive is closest in meaning to

- (A) serious
- (B) monotonous
- (C) stimulating
- (D) extreme

11. Based on the letter, what is probably true about Mr. Reginald?

- (A) He teaches AP history and English.
- (B) He shares an office with Margaret Lewis.
- (C) He is a guidance counselor at the school.
- (D) He is one of the school's newest employees.

12. What should a student who is having problems with an AP class do?

- (A) Stop taking the class
- (B) Speak with Margaret Lewis
- (C) Quit playing sports
- (D) Do fewer extracurricular activities

Questions 13-18 are about the following advertisement.

Sign up for Driver's Education Classes Today

Are you going to turn sixteen years old within the next calendar year? If you are, then you should consider signing up for driver's education classes. As long as you have a driver's permit or license, then you are qualified to take a driver's ed class with an instructor at the Elite Driving Institute.

What are the benefits of taking a driver's education course? First of all, you will learn all about how to drive a car. We can teach you to drive an automatic or manual transmission car. You will also learn how to become a safe driver. Remember that teenagers are involved in more accidents than people in any other age group in the country. But, by taking driver's ed classes, you can significantly reduce your chances of getting in an accident. Last, but surely not least, when you finish the course, you will qualify for discounts of up to 25% on your driver's insurance. That will definitely make your parents happy.

If you want more information, visit our office, send us an email, or call us during regular business hours. All of our contact information is available at the bottom of this ad.

13. In line 3, the word qualified is closest in meaning to _____.

- (A) sanctioned
- (B) requested
- (C) eligible
- (D) responsible

14. What does the author imply about teenagers?

- (A) They are poor drivers.
- (B) They enjoy learning to drive.
- (C) They are good students.
- (D) They like driving to school.

15. In line 9, the word significantly is closest in meaning to _____.

- (A) possibly
- (B) considerably
- (C) apparently
- (D) persistently

16. Why does the author mention driver's insurance?

- (A) To point out how inexpensive it can be
- (B) To claim that teens are required to pay it
- (C) To explain how teens can get it reduced
- (D) To note why it costs so much for teenagers

17. According to the advertisement, all of the following are advantages of taking driver's education classes EXCEPT _____.

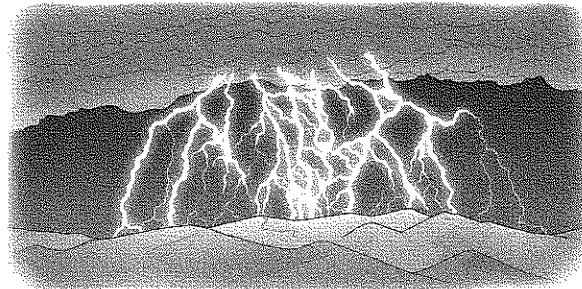
- (A) the person will spend less on insurance
- (B) the person will become more skilled at driving
- (C) the person will avoid getting in any accidents
- (D) the person will learn to drive a manual transmission car

18. Where is the contact information for the driving institute listed?

- (A) In the phonebook
- (B) On the advertisement
- (C) On its website
- (D) In a brochure

Questions 19–26 are about the following passage.

Monsoons are seasonal shifts in wind that are typically accompanied by a great amount of rain. Many people are aware that monsoons take place in India, East Asia, and parts of Africa. Yet monsoons are known to occur in other parts of the world as well. One lesser-known region where they take place is the American state of Arizona. During the summer months, the wind in Arizona suddenly changes direction. It stops blowing from the west or northwest and instead begins to blow from a southern or southeastern direction.



This shift in the wind is caused by two forces. First, a high pressure system called the Bermuda High moves further to the north. At the same time, the heating of the deserts in California, located west of Arizona, creates a low pressure system. The winds then blow across Arizona from the high to low pressure system. The wind shift – or monsoon – causes the weather to change in much of the state during the summer. The result is that the wind brings moist air from the Gulf of California and the Gulf of Mexico to Arizona. Large parts of Arizona, being located in the Rocky Mountains, sit at high altitudes. Because of that, the moist air gets lifted into the atmosphere and forms clouds. What happens next is that there are massive thunderstorms all across Arizona.

The monsoon season starts in Arizona in June. Thunderstorms are common occurrences from then until sometime between July and September. However, thunderstorms do not happen every day. There are recurring cycles instead. For several days, there are no storms at all, and then there are suddenly thunderstorms for several days in a row. Local residents refer to the rainy periods as bursts and the periods without rain as breaks. By the end of September, the monsoon season in Arizona has always concluded.

While the summer winds and rains in Arizona appear to qualify the weather conditions for status as a monsoon, there are some meteorologists who disagree. They claim that the winds do not undergo a complete reversal in direction. Instead, the winds only reverse to some degree. In their minds, this does not make the weather phenomenon in Arizona an actual monsoon.

19. What is the passage mostly about?

- (A) Wind patterns in Arizona
- (B) The definition of a monsoon
- (C) Monsoons around the world
- (D) The summer monsoon in Arizona

20. How does the wind start to blow in Arizona during the summer?

- (A) From the north
- (B) From the south
- (C) From the northwest
- (D) From the southwest

21. According to the passage, where does the moist air that arrives in Arizona come from?

- (A) California
- (B) Bermuda
- (C) The Gulf of Mexico
- (D) The Rocky Mountains

22. In line 24, the word recurring is closest in meaning to _____.

- (A) short-term
- (B) lengthy
- (C) random
- (D) habitual

23. Which of the following can be inferred from the passage about the Arizona monsoon?

- (A) It can cause floods in some regions.
- (B) The season ends at different times each year.
- (C) People there enjoy the periods of rain.
- (D) There are more bursts than there are breaks.

24. Which of the following is true regarding bursts?

- (A) They are periods of time with thunderstorms.
- (B) They happen at least twice each summer month.
- (C) They occur when no rain falls for some time.
- (D) They have become more severe recently.

25. What does the author point out by writing that the winds only reverse to some degree in line 32?

- (A) The winds continually blow hard.
- (B) The winds mostly stop blowing.
- (C) The winds partially change direction.
- (D) The winds become much stronger.

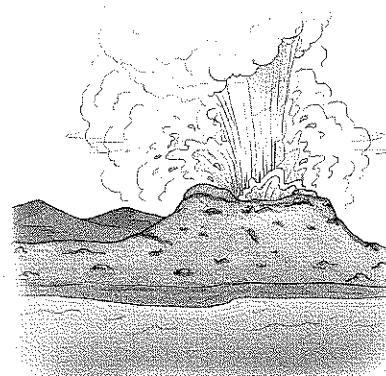
26. In line 32, the word their refers to _____.

- (A) the summer winds and rains
- (B) the weather conditions
- (C) meteorologists
- (D) the winds

Questions 27–35 are about the following passage.

In Yellowstone National Park, one of the most popular sights is Old Faithful. Approximately every ninety minutes, it shoots streams of heated water high into the air. Old Faithful is a geyser. A geyser is a natural formation that spews water from underground into the air.

- 5 There are three factors that must exist for a region to have geysers. The first is that the region needs an underground heat source. This often comes from molten rock – called magma – that is relatively close to the surface. The heat from the magma radiates into the surrounding rock, which then raises the temperature of the water. It is for this reason that most geysers are located in volcanically active areas.
- 10 The second factor is that there must be an underground source of water. The water can come from various sources, including rainfall, melted snow, and groundwater. The third and final factor is the presence of underground chambers and tunnels. Rocks near volcanoes are often porous, so they have a number of cracks, tunnels, and chambers. These combine to form something like the plumbing system in a house; this results in there being many places for water to flow through the ground. At times, there are narrow cracks in the rock that go all the way to the surface. When that happens – and when there is a large chamber full of water beneath the crack – a geyser is formed.
- 15 In order for a geyser to erupt, the following steps take place. First, water starts gathering in an underground chamber. There, it is heated and starts to rise to the surface through cracks in the ground. As the water moves away from the heat source, it cools. This cooled water presses down on the water beneath it. The water below gets trapped and is prevented from rising. While it remains unmoving, it begins to heat again. Soon, it becomes so hot that it turns to steam. The steam 20 pushes the cooled water up toward the surface. By this point, the chamber has collected a large amount of water, all of which has been superheated while being subjected to a lot of pressure. The water in the chamber suddenly turns 25 into steam. This causes the steam and water above it to explode violently through the cracks leading to the surface. Sometimes a column of steam and water dozens of meters high is expelled. Some geysers, such as Old Faithful, erupt on a regular basis. Others erupt more seldom whenever the conditions 30 35 are right.



27. What would be the best title for the passage?

- (A) Old Faithful in Yellowstone National Park
- (B) How a Geyser Erupts
- (C) Where Are the World's Geysers?
- (D) Geysers: How Many Are There?

28. In line 3, the word spews is closest in meaning to _____.

- (A) heats
- (B) pours
- (C) pushes
- (D) sprays

29. In line 8, the word radiates is closest in meaning to _____.

- (A) spreads out
- (B) shines
- (C) melts
- (D) disappears

30. In line 14, the word These refers to _____.

- (A) various sources
- (B) rainfall, melted snow, and groundwater
- (C) rocks near volcanoes
- (D) cracks, tunnels, and chambers

31. Which is NOT mentioned as a factor necessary for a geyser to exist?

- (A) Cracks leading to the surface
- (B) Underground water sources
- (C) Superheated lava in volcanoes
- (D) Tunnels located under the ground

32. According to the passage, what is the first step involved in a geyser erupting?

- (A) Water must be heated so that it turns into steam.
- (B) Extreme pressure is applied to the water source.
- (C) A chamber underground begins to fill with water.
- (D) Water starts to move upward through some cracks.

33. In line 22, the word it refers to _____.

- (A) the surface
- (B) the ground
- (C) the water
- (D) the heat source

34. Based on the passage, what is probably true about Old Faithful?

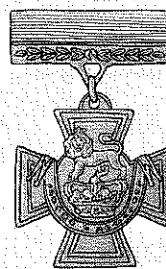
- (A) It has a constant source of water.
- (B) No other geyser is as famous as it.
- (C) Tourists enjoy watching it erupt.
- (D) It erupts more than any other geyser in the world.

Questions 35-42

are about the following passage.

The Victoria Cross is a medal given for bravery to soldiers in the British military. It is the highest honor a British soldier can receive on the field of battle. The most Victoria Crosses ever awarded for a single battle is eleven. These medals were earned at the Battle of Rorke's Drift, which was fought on January 22 and 23, 1879.

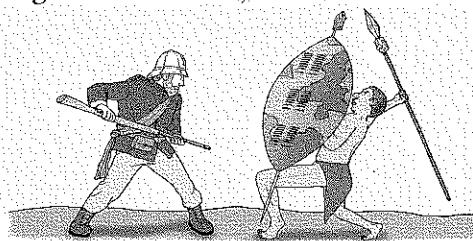
- 5 In the 1800s, the British had a heavy presence in South Africa. Rorke's Drift was a small trading post and mission station that was on the border of lands belonging to the Natal and Zulu. These were two tribes of people that lived in South Africa at the time. The Zulus were fierce warriors with a strong army and competent leadership. In early 1879, the British and Zulus went to war in what became known as the Anglo-Zulu War. The war was fought due to the British attempt to conquer Zulu lands.



10 The onset of the war saw the British suffering a great loss at the Battle of Isandlwana. During the battle, more than 10,000 Zulus defeated and killed around 1,300 British and colonial soldiers. The Zulus then marched on Rorke's Drift, which was located nearby. The station was defended by about 300 men; half were British while the other half consisted of colonial troops. The men were led by Lieutenant John Chard, a British engineer. He had his men build stout defenses around the station prior to the Zulu's arrival.

15 20 When the battle started, the Zulu warriors were unable to breach these defenses and penetrate the station. Had they done that, the battle would have become a massacre. Yet they were kept outside the walls of the station during the entire battle. In addition, Chard's men were equipped with rifles. The Zulus, meanwhile, mostly had spears as well as a few rifles that they had seized from fallen British soldiers. The fighting lasted nearly eleven hours. Eventually, the Zulus abandoned the field of battle and retreated during the night.

25 30 The Zulu losses were estimated to be almost 1,000 dead and wounded. Chard's force, meanwhile, only suffered seventeen deaths. However, many more were badly wounded, and just about every man had some type of minor wound. Due to their heroic efforts, eleven of the defenders, including Chard himself, were awarded the Victoria Cross. The defense of Rorke's Drift was a strategic victory as it stalled the Zulus enough to give British reinforcements time to reach the area. Eventually, they were able to 35 defeat the Zulus and end the war.



35. What is the best title for the passage?

- (A) The Victoria Cross
- (B) The Anglo-Zulu War
- (C) The Battle of Rorke's Drift
- (D) Lieutenant John Chard

36. In line 7, the word These refers to _____.

- (A) the British
- (B) a trading post and mission station
- (C) lands
- (D) the Natal and Zulu

37. In line 9, the word competent is closest in meaning to _____.

- (A) traditional
- (B) elected
- (C) warlike
- (D) skilled

38. Why does the author mention the Battle of Isandlwana?

- (A) To explain where in South Africa it was fought
- (B) To name the first battle of the Anglo-Zulu War
- (C) To claim it was the first defeat for the British in Africa
- (D) To stress how important it was to the Zulus

39. Who was John Chard?

- (A) A representative of Queen Victoria
- (B) The leader of the British at Rorke's Drift
- (C) The owner of a British trading post
- (D) A soldier who died at Isandlwana

40. In line 18, the word stout is closest in meaning to _____.

- (A) strategic
- (B) extensive
- (C) strong
- (D) high

41. In line 20, the word breach is closest in meaning to _____.

- (A) burn
- (B) climb over
- (C) approach
- (D) break

42. According to the passage, all of the following were results of the Battle of Rorke's Drift EXCEPT _____.

- (A) the British forces held off the Zulus long enough to let others arrive
- (B) the Zulus considered themselves to be the winners of the battle
- (C) there were more than 1,000 casualties suffered by the Zulus
- (D) nearly one dozen British soldiers were awarded the Victoria Cross

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Practice Test

03

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Listening Comprehension

The listening section has 42 questions. Follow along as you listen to the directions to the listening section.

Directions

In this section of the test, you will hear talks and conversations. Each talk or conversation is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

Here is an example:



What are the speakers talking about?

- (A) Their homework in a class
- (B) Mr. Davidson's lectures
- (C) A recent assignment
- (D) How to do their homework

The correct answer is (A), "Their homework in a class."

Here is another example:



What does the girl say about the new cafeteria?

- (A) The atmosphere is nice.
- (B) There are many tables.
- (C) It is very large.
- (D) It has better food.

The correct answer is (D), "It has better food."

Go on to the next page, and the test will begin with question number one.

1. What are the students going to do in the afternoon?
 - (A) Hang out with Clark
 - (B) Meet their junior varsity team members
 - (C) Go to basketball practice
 - (D) Try out for the basketball team

2. Why does the girl mention her younger sister?
 - (A) To say she wants to introduce her sister to the teacher
 - (B) To claim that her sister gets good grades at school
 - (C) To point out her sister to the teacher
 - (D) To blame her sister for making her late for school

3. What can be inferred about the boy?
 - (A) Shakespeare is his favorite writer.
 - (B) The teacher's class is fun for him.
 - (C) Acting is something that he enjoys.
 - (D) He wants to improve his grade.

4. What does the girl offer to do for the boy?
 - (A) Type his paper for him
 - (B) Go to the hospital with him
 - (C) Take notes for him
 - (D) Carry his books to class

5. What is the subject of the conversation?
 - (A) What the boy will do tomorrow
 - (B) The boy's punishment
 - (C) Mr. Robinson's class
 - (D) Where the boy will serve detention

6. What are the speakers mainly discussing?
 - (A) The boy's back problems
 - (B) Buying paper books
 - (C) One of their textbooks
 - (D) The kinds of books they want

7. What is the purpose of the announcement?
 - (A) To provide information on the presentations
 - (B) To describe the contents of the day's lecture
 - (C) To encourage the students to work harder
 - (D) To assign a new project to the students

8. What should students coming late do when arriving at school?
 - (A) Call their parents
 - (B) Talk to the principal
 - (C) Speak with their homeroom teachers
 - (D) Go to the secretary's office

9. What is the purpose of the announcement?
 - (A) To advise students to improve the quality of their lunches
 - (B) To tell the students when to bring food to school for lunch
 - (C) To acknowledge the complaints about the food in the cafeteria
 - (D) To warn the students not to enter the cafeteria

Now you will hear longer talks or conversations. Each talk or conversation will be followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or conversation only one time.

10. Why does the girl mention Mr. Jessie?

- (A) To praise him as a band director
- (B) To compare him with Mr. Conaway
- (C) To express her regret at his departure
- (D) To note how he has helped her improve

11. What instrument does the girl play?

- (A) The trumpet
- (B) The clarinet
- (C) The flute
- (D) The violin

12. What is probably true about the boy?

- (A) He invited his family to the spring concert.
- (B) He is a better musician than the girl.
- (C) He dislikes the music the band is playing.
- (D) He prefers Mr. Jessie to Mr. Conaway.

13. What will the speakers probably do next?

- (A) Go to a meeting with Mr. Conaway
- (B) Attend band practice
- (C) Go to lunch
- (D) Return to their classrooms

14. What are the speakers mainly discussing?

- (A) The boy's role on the basketball team this season
- (B) How the boy performed on the basketball team last year
- (C) When the school's basketball team is going to practice
- (D) The chances of the boy joining the basketball team

15. What does the coach imply about the boy?

- (A) He is going to be named a team captain.
- (B) He will be one of the team's better players.
- (C) He needs to improve some aspects of his game.
- (D) He prefers playing basketball to studying.

16. What does the boy say about his parents?

- (A) They are looking forward to watching his games.
- (B) They are pleased with his school performance.
- (C) They prefer that he not play basketball.
- (D) They want him to find part-time employment.

17. Why does the boy mention math and science?
- (A) To point out two classes he does not enjoy
 - (B) To state that his grades in them were low
 - (C) To say that he has to attend those classes today
 - (D) To name them as his favorite subjects
18. What is the teacher explaining?
- (A) How to write a research paper
 - (B) When the student's work is due
 - (C) What the student should write about
 - (D) Why the student must do the assignment
19. What does the teacher imply when he says this: "I get spaced out sometimes when I'm grading papers"?
- (A) He is disappointed with the quality of the papers.
 - (B) He is uninterested in speaking to the girl.
 - (C) He was not paying full attention to the girl.
 - (D) He dislikes having to grade many papers.
20. What does the teacher say about the research paper?
- (A) It should have five or more sources.
 - (B) The girl can write it on any topic.
 - (C) The paper is due in one month.
 - (D) It is worth thirty percent of each student's grade.
21. According to the teacher, how can the girl learn to write a bibliography?
- (A) By reading her textbook
 - (B) By using the handout he gave her
 - (C) By visiting a website
 - (D) By consulting a reference book
22. What is probably true about the teacher?
- (A) He is eager to help the girl.
 - (B) He teaches American history.
 - (C) He has a small amount of free time.
 - (D) He is popular with the students.
23. What are the students mainly discussing?
- (A) Which teachers they like the most
 - (B) The classes they are going to take
 - (C) How they are performing this semester
 - (D) Their favorite classes at school
24. What does the boy mention about Spanish?
- (A) It is more difficult than French.
 - (B) He regrets not studying it.
 - (C) It is his best subject at school.
 - (D) He is getting better at it.
25. What can be inferred about the boy?
- (A) His favorite subject is math.
 - (B) He has known the girl for a long time.
 - (C) He gets low grades in his science classes.
 - (D) His classes are getting harder.

26. What does the boy want to major in at college?

- (A) Math
- (B) Physics
- (C) Computer science
- (D) Biology

27. What is the teacher mainly discussing?

- (A) How the ear keeps people balanced
- (B) What the human ear looks like
- (C) The roles of the parts of the ear
- (D) Why most of the ear is not visible

28. Why does the teacher mention the students' textbooks?

- (A) To have the students look at a picture in them
- (B) To ask the students to read a passage from them
- (C) To tell the students about their homework assignment
- (D) To make sure the students bring them to class

29. What is the pinna?

- (A) The most important part of the inner ear
- (B) The section of the ear connected to the nerves
- (C) The part of the ear that collects sound waves
- (D) The smallest part of the outer ear

30. According to the teacher, which part of the ear helps people with their balance?

- (A) The tympanic membrane
- (B) The vestibule
- (C) The cochlea
- (D) The auditory canal

31. According to the teacher, where do most marsupials presently live?

- (A) South America
- (B) North America
- (C) Africa
- (D) Australia

32. Why does the teacher mention the opossum?

- (A) To name the only marsupial in North America
- (B) To compare it with the kangaroo
- (C) To describe how it gives birth to its young
- (D) To point out that it has very poor eyesight

33. What does a marsupial female lack?

- (A) A womb
- (B) A placenta
- (C) Eggs
- (D) Nipples

34. What does the teacher imply about marsupials?

- (A) There were more of them in the past than in the present.
- (B) It is likely that they will go extinct in a few centuries.
- (C) Most of them are unable to adapt to their environments.
- (D) They are less evolved than the majority of other mammals.

35. What is the main topic of the talk?

- (A) The American Southwest
- (B) The features of buttes and mesas
- (C) The geography of Arizona and Utah
- (D) Plateaus, mesas, and buttes

36. What is probably true about the teacher?

- (A) He enjoys spending his time hiking.
- (B) He majored in geography at college.
- (C) He dislikes being interrupted by students.
- (D) He has visited the American Southwest.

37. According to the teacher, what is a characteristic of a butte?

- (A) It must have a flat top.
- (B) It has standing water on top.
- (C) It has very steep sides.
- (D) It is found near a canyon.

38. What will the teacher probably do next?

- (A) Tell the class about plateaus
- (B) Show the students some pictures
- (C) Talk about his trip to the Grand Canyon
- (D) Name some well-known buttes

39. What is the teacher mainly talking about?

- (A) The end of Napoleon's reign
- (B) Napoleon and the Duke of Wellington
- (C) Napoleon's most important battles
- (D) The last years of Napoleon's life

40. Where was Napoleon sent into exile the first time?

- (A) Fontainebleau
- (B) Elba
- (C) Waterloo
- (D) St. Helena

41. When did the Hundred Days begin?

- (A) After Napoleon's defeat at Waterloo
- (B) When Napoleon escaped from exile
- (C) When Napoleon invaded Russia
- (D) After Napoleon fought the Duke of Wellington

42. Why does the teacher mention a map?

- (A) To mark the sites of Napoleon's most famous battles
- (B) To show where the Battle of Waterloo took place
- (C) To encourage the girl to find the location of Elba
- (D) To point out the location of St. Helena



Language Form and Meaning

Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. Ever since Gutenberg

- (A) invents
- (B) invented
- (C) inventing
- (D) has invented

movable type in the 1400s, printed works

have been the primary source of reading material for most people.

2. But,

- (A) thanks to the Internet,
- (B) thanking the Internet,
- (C) having thanked the Internet,
- (D) with the thanks of the Internet,

more and more people are reading

material that is not printed on paper nowadays.

The correct answer to Sample 1 is (B), “invented.” The correct answer to Sample 2 is (A), “thanks to the Internet.”

Questions 1-4 refer to the following article in the school newspaper.

1. The students

- (A) sent
- (B) threw
- (C) cast
- (D) wrote

their ballots and then left the room. Two teachers began

counting the votes. The students had just voted for the school student body president.

2. There was a two-way race

- (A) for Caroline and Mark.
- (B) with Caroline or Mark.
- (C) against Caroline or Mark.
- (D) between Caroline and Mark.

Most students

expected Caroline to win because she was one of the most popular girls at school.

3. However, Mark gave a speech

- (A) which the student body was amazed.
- (B) that amazed the student body.
- (C) where the student body was amazed.
- (D) who amazed the student body.

Previously, people had only known him as a comedian. Now, they realized how

4.

- (A) concerned
- (B) serious
- (C) ambitious
- (D) considerate

he could be. The principal's voice came on over the loudspeaker.

He said, "Students, I'm proud to announce the new student body president this year is ...
Mark Crawford."

Questions 5-8 refer to the following announcement.

French Club Members:

Next Tuesday evening, we will hold French Culture Appreciation Night. The event will be in the school cafeteria from seven to nine. We are going to do several exciting activities.

5. First, we are going to enjoy a potluck party

- (A) consisting of French food.
- (B) that consisted of French food.
- (C) consistent with French food.
- (D) of French food, of which it consisted.

If any of you can bring some food – either by cooking or purchasing it – please let

6. Mrs. Richardson know at once.

- (A) After dinner followed,
- (B) Dinner, which followed,
- (C) If it follows dinner,
- (D) Following the dinner,

we will watch a short

7. film about French culture. Finally, we will have a special

- (A) guest.
- (B) movie.
- (C) program.
- (D) dessert.

Henri Francois

8. questions, too.

- (A) Surely having signed up
- (B) Be sure to sign up
- (C) They are sure to sign up
- (D) Signing up, they are sure

for this special event.

Questions 9-12 refer to the following email.

Dear Caroline,

How have you been? I hope you are doing all right. You heard I was hospitalized for a few

9. days, right? I got horribly ill last week, so my parents

- (A) rush
- (B) are rushing
- (C) rushed
- (D) have rushed

me to the

10. emergency room. Anyway, I am back home now and feel

- (A) the better.
- (B) much better.
- (C) better than.
- (D) the best.

But I have a small problem: I need the class notes for both science and

11. social studies. I know you

- (A) take great notes,
- (B) were great at taking notes,
- (C) have great notes to take,
- (D) are taking some great notes,

so would you

12. mind

- (A) lending
- (B) telling
- (C) borrowing
- (D) transferring

yours to me? I could photocopy them and return them to you

the next day. How does that sound?

Your friend,

Steve

Questions 13–20 refer to the following letter.

Dear Students,

Congratulations on signing up for a one-week tour of South America during spring break.

13. I will be responsible for looking after you while
- (A) As your chaperone,
(B) Having been chaperoned,
(C) Chaperoning them,
(D) For the chaperone,

PART 2

14. we are So I need everyone to do a few things before our
- (A) trip.
(B) flight.
(C) abroad.
(D) country.

15. First, please make sure your passports are renewed and will not expire within the next six months. Next, enclosed with this letter is a list of the
- (A) depart.
(B) departs.
(C) departure.
(D) departed.

16. vaccinations you Please make sure you get these from your
- (A) have had.
(B) should have.
(C) could have.
(D) will have.

family doctor. Finally, you will find two more lists. The first is of items that you must

17. bring with you. The second is a list

- (A) of recommended items.
- (B) with the items recommended.
- (C) for some recommended items.
- (D) by the items recommended.

18. In my opinion, you should bring

- (A) every item on both lists.
- (B) a few items on the lists.
- (C) all of the items on one list.
- (D) no items on either list.

Doing so will

19.

- (A) regard
- (B) promise
- (C) await
- (D) ensure

that you have everything you could possibly need. I imagine

this is the first trip to another country for most of you. So please do not

20.

- (A) remember
- (B) think
- (C) hesitate
- (D) attempt

to contact me if you have any questions.

Sincerely,

Jason Howard

Questions 21–28 refer to the following announcement.

To students and parents:

The school is pleased to announce the start of a new program. Several private local

21. businesses have agreed to employ our students as

- (A) interns
- (B) interning
- (C) internships
- (D) interned

during summer

22. vacation. Students will not receive financial

- (A) contracts
- (B) money
- (C) compensation
- (D) currencies

for their work, yet

they will gain valuable experience by working in a number of different fields.

23. (A) At this point in time,
(B) Pointing out this time,
(C) When there is an appointed time,
(D) During the time appointed,

we have confirmation from thirty-seven

companies that they will accept one or two students each as interns.

24. We (A) conduct
(B) conducted
(C) are conducting
(D) were conducted

negotiations with more than fifty other firms, many of

25. (A) whom we expect
(B) what can expect
(C) whose are expecting
(D) which are expected
- to take on interns as well.

26. (A) Having been settled,
(B) When there will be settling,
(C) If this matter settles,
(D) Once everything is settled,
- we will provide you with more information.

27. Please be aware that this program is not
- (A) requested.
(B) mandatory.
(C) implemented.
(D) deliberate.
- Students may feel free

to ignore it. However, in the current economic climate, we feel that gaining business

28. experience may give students an advantage over the
- (A) competition
(B) applications
(C) interviews
(D) registration

after they graduate.

Questions 29–32 refer to the following essay.

While many people prefer to play outdoor sports, including soccer and baseball,

29. my preferences

- (A) rely on indoor sports.
- (B) lied about indoor sports.
- (C) were relied on by indoor sports.
- (D) lie with indoor sports.

Among the indoor sports

30. I like to

- (A) join
- (B) play
- (C) contribute
- (D) participate

in are volleyball and basketball. There are several reasons

31. enjoy volleyball and basketball since

- (A) they are played in a gymnasium.
- (B) the gymnasium is where they played.
- (C) I tried to play in the gymnasium.
- (D) we will play in the gymnasium.

This is not the case for baseball, which is primarily a summer sport played in the sun.

32.

- (A) There is some inclement weather, so
- (B) Having been implemented due to the weather,
- (C) During times of inclement weather,
- (D) Inclement weather, which happens,

it is simply impossible to play

a baseball game. Another reason that I like indoor sports is that the playing areas are smaller. Football fields, for instance, are 100 yards long while soccer fields are similar

33. in

- (A) long.
- (B) length.
- (C) lengthy.
- (D) lengthen.

Volleyball and basketball courts are much smaller

34. in comparison. Thus players are more

- (A) concentrated
- (B) focused
- (C) stressed
- (D) adorned

on the playing

surface rather than being spread out.

Questions 35-42 refer to the following article.

When most people hear the name Alcatraz, images of a prison or a bleak, desolate island

35. often

- (A) come to their minds.
- (B) minded that which came.
- (C) is coming into the mind.
- (D) mind what comes.

These thoughts are rather justified. Alcatraz is an

36. island

- (A) of that location
- (B) which is located
- (C) who has a location
- (D) what was located

near San Francisco, California. For many years,

37. the U.S. Army

- (A) uses
- (B) is using
- (C) will use
- (D) used

the island as a military facility. Then, from 1934

38.

- (A) relevant
- (B) notorious
- (C) uncaught
- (D) harmless

to 1963, it was employed as a federal high-security prison. Some of the most

criminals in the country, including Al Capone and George

“Machine Gun” Kelly, were imprisoned there.

The prison, nicknamed “The Rock,” was considered impossible to escape from even

39. though
- (A) it was never attempted.
(B) attempts will be made.
(C) there were several attempts.
(D) he made an attempt.
- In every case but one, the attempted

40. escapees either died or were quickly
- (A) condemned.
(B) executed.
(C) rehabilitated.
(D) recaptured.
- The prison closed in 1963 due

to the high cost of maintaining it. These days, it is an historic landmark which is

- 41.
- (A) more popular than
(B) the most popular of
(C) among the most popular
(D) more popularity with
- many famous places in San Francisco. In addition,

42. the island and the remnants of the prison serve as the
- (A) focus
(B) destination
(C) setting
(D) location
- for
- numerous movies and television shows each year.

Reading Comprehension

Directions

In this section of the test, you will read six texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the sample questions below.

Sample Text

Sharks are misunderstood creatures. Many people believe that all sharks are brutal killers that hunt humans, but that is not true at all. Only a handful of sharks ever attack humans, and most of them do that by mistake. In fact, most sharks ignore humans completely and seek to avoid them.

Sample Question 1

What is this text mostly about?

- (A) Which sharks attack humans
- (B) Why sharks often ignore humans
- (C) How many sharks behave around humans
- (D) What to do when you see a shark

The correct answer is (C), "How many sharks behave around humans."

Sample Question 2

Which of the following is true regarding sharks?

- (A) Most species of them attack humans.
- (B) Many of them actively hunt people.
- (C) A lot of them prefer to eat small sea creatures.
- (D) The majority of them stay away from people.

The correct answer is (D), "The majority of them stay away from people."

Questions 1-7 are about the following announcement.

The school regrets to announce that this year's sports day, scheduled for Friday, April 4, will not be held. According to the weather service, a severe storm front is moving into this area. It should reach our city by Thursday night, and it will remain here for a few days. The storm is expected to drop several inches of rain once it begins. The weather service also anticipates that the conditions will be ideal for tornadoes to form. Due to the seriousness of the weather, the administration has decided to put off sports day until a later time.

Once the new date is determined, the administration will announce it. It will mostly likely be held on April 11 or 18. We apologize for postponing the event, but, considering that most sports day activities are held outdoors, we feel that we have no choice in this matter.

Sports day was originally scheduled to last from one to three in the afternoon. Since teachers may not have prepared lesson plans for classes during that time, they may feel free to watch movies or to do other similar activities in their classes. It is not compulsory for teachers to lecture during those periods.

1. What would be the best title for the announcement?
- (A) Severe Storm Front Approaching City
 - (B) Is Everyone Ready for Sports Day?
 - (C) Sports Day Cancelled due to Inclement Weather
 - (D) School Activities during the Month of April
2. In line 3, the word it refers to _____.
- (A) a severe storm front
 - (B) this area
 - (C) our city
 - (D) Thursday night
3. In line 5, the word anticipates is closest in meaning to _____.
- (A) appears
 - (B) worries
 - (C) denies
 - (D) predicts
4. According to the announcement, what will the weather be like on Friday?
- (A) It is going to rain and snow.
 - (B) There will be some tornadoes.
 - (C) A hurricane will hit the city.
 - (D) Heavy rain is going to fall.
5. What does the author imply about sports day?
- (A) It is the school's most popular event.
 - (B) Children sometimes get hurt during it.
 - (C) Some of its events take place indoors.
 - (D) It will not be held again until the fall.
6. According to the announcement, what may teachers do with their classes on Friday afternoon?
- (A) Cancel them
 - (B) Play games
 - (C) Show films
 - (D) Finish early
7. In line 14, the phrase compulsory for is closest in meaning to _____.
- (A) advised that
 - (B) required for
 - (C) stated by
 - (D) insisted upon

Questions 8–13 are about the following newspaper article.

Local student and Centerville High School junior Sally Barton has been winning prizes and awards ever since she started attending elementary school several years ago. But this semester, she has simply outdone herself with her academic performance.

5 When the fall semester began, Ms. Barton dedicated herself to preparing for the city's spelling bee. She won first place in that contest, which qualified her for the state spelling bee, held one week later. Ms. Barton emerged as the winner of it as well.

One month later, she entered an essay in the school's essay-writing contest. 10 Writing about her life as an immigrant, Ms. Barton captured first place. When her essay was submitted to the regional contest, she suffered her only setback of the semester: She came in second place.

"I was a little disappointed that I wasn't victorious in that particular contest," she commented. "But I'm still proud of my achievements."

15 When asked what she plans to do next, Ms. Barton commented, "I'm on my school's math team, and we have a big tournament coming up. With luck, our team will do well."

8. Which headline best summarizes the article?
- (A) Students to Compete in Spelling Bee
(B) Centerville High Student Wins Awards
(C) Where Will Sally Barton Go to College?
(D) Essay-Writing Contest to Begin Soon
9. What does the author point out by writing that she has simply outdone herself in line 3?
- (A) She has performed better than ever.
(B) She has not met expectations.
(C) She has won a couple of contests.
(D) She has not done many actions yet.
10. In line 7, the word it refers to _____.
- (A) that contest
(B) the state spelling bee
(C) one week
(D) the winner
11. In line 11, the word setback is closest in meaning to _____.
- (A) victory
(B) competition
(C) entertainment
(D) loss
12. Based on the article, what is probably true about Sally Barton?
- (A) She intends to attend a top university in her country.
(B) She likes to spell words more than she enjoys writing essays.
(C) She is not originally from the area where she is studying.
(D) She does not always enjoy doing academic projects.
13. What does Sally Barton say she is going to do next?
- (A) Compete in a math contest
(B) Rewrite her essay
(C) Work on her college applications
(D) Improve her spelling

Questions 14-19 are about the following passage.

There are several ways in which people have managed to achieve flight. One of the first methods was by using hot-air balloons. These days, helicopters are also a way that some people fly. However, at present, more people fly on airplanes than use any other method of flying.

- 5 Modern-day airplanes are mostly jets. These planes have engines that propel them through the air at velocities that can exceed the speed of sound. There is another way that airplanes can fly though: They can use propellers.

- A propeller is a device with blades. The number of blades varies, but it is normally three or four. The propeller is attached to a drive shaft. It, in turn, is connected to an engine, which makes both the shaft and the propeller spin. This spinning helps the plane get aloft.

- 10 One reason that propellers are effective concerns the shapes of their blades. They are not flat; instead, they are made at angles. This is known as the propeller's pitch. The pitch allows the propeller to behave like a wing. In doing so, the propeller can create lift as well as thrust. These two factors enable a propeller first to move an airplane forward and then to help it get off the ground.

- 15 The first airplanes relied upon propellers to fly. In fact, it was not until a few decades after the Wright brothers' initial flight that advanced jet airplanes were made. Even today, there are still many airplanes that have propellers. They are not as fast as jets, but they are able to get people and cargo from one place to another swifter than any type of land transportation.

14. The author uses jets as an example of _____.

- (A) an advanced form of air transportation
- (B) the type of transportation most people prefer
- (C) the fastest way to travel that has been invented
- (D) the most common airplanes in modern times

15. In line 5, the word propel is closest in meaning to _____.

- (A) drive
- (B) encourage
- (C) ignite
- (D) pull

16. Which of the following is NOT mentioned in the passage as a characteristic of propellers?

- (A) The number of blades they have
- (B) What their shape is
- (C) How large they are
- (D) What they are connected to

17. How do propellers enable airplanes to fly?

- (A) They provide lift and thrust.
- (B) They give airplanes speed and lift.
- (C) They let airplanes have drag and velocity.
- (D) They supply velocity and thrust.

18. In line 18, the word initial is closest in meaning to _____.

- (A) experimental
- (B) successful
- (C) first
- (D) practice

19. Which of the following can be inferred from the passage about the Wright brothers?

- (A) They became wealthy by making airplanes.
- (B) They did some research on jet engines.
- (C) Many of their test flights were failures.
- (D) Their first airplane had a propeller.

Questions 20–29 are about the following passage.

Otters are semi-aquatic mammals. They live on land, but they enjoy spending a great deal of time in the water. There are thirteen species of otters. They are found mostly in North and South America, Europe, and Asia. An otter has a long body, a short snout, and a long tail. Its four legs are fairly short, and it has webbed feet.

- 5 Its webbed feet are what enable an otter to swim so well. An otter's fur is either brown or gray in color, and the fur around its face is much lighter than the fur around the rest of its body.

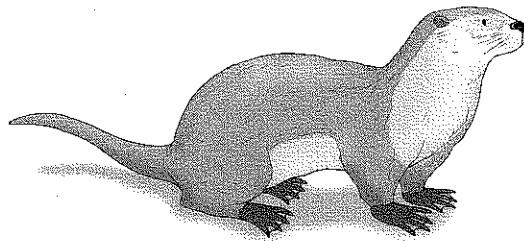
Otters reach maturity fairly quickly and begin to mate when they are two years of age. Female otters can give birth to a litter of one to five babies every year.

- 10 Otters build dens, which are typically holes in the ground and are located near some source of water. These dens are where female otters give birth to their babies.

When they are first born, otters are dependent upon their mothers. But they grow rapidly and learn how to swim when they are only two months old. This is about the same amount of time their fur coats need to grow completely. Otters are natural swimmers, so it does not take much effort for them to learn to swim. Despite swimming well, the babies stay with their mothers until they are about a year old. Then, once they become able to hunt for themselves, they set off to live their own lives. Most otters can survive in the wild for between ten and fifteen years.

- 15 Otters are predatory carnivores that consume fish and crustaceans. They have also been known to eat reptiles, amphibians, and birds even though those are not their first choices. But they are efficient hunters that rarely starve due to their ability to catch a wide range of prey.

- 20 While otters are predators, they are also prey animals. Wolves, large snakes, alligators, and crocodiles hunt them when they are on land or in shallow water. Further out at sea, killer whales frequently hunt them. Humans, who desire otters for their pelts, hunt otters, too. In fact, human hunters have taken a toll on otter populations in places around the world. While some people hunt otters, many more simply enjoy watching them. Otters are some of the most playful animals on the planet. They seem to have a zest for life when they swim and play on land.



20. What is the best title for this passage?

- (A) All about Otters
- (B) What Does an Otter Look Like?
- (C) Otters: Nature's Playful Animals
- (D) Endangered Otters

21. Why does the author mention North and South America, Europe, and Asia?

- (A) To claim that otters are endangered there
- (B) To say that few otters live in those places today
- (C) To point out where most otters live
- (D) To note where otters first evolved

22. According to the passage, all of the following are physical characteristics of otters EXCEPT _____.

- (A) their fur is colored either gray or brown
- (B) they have four legs that are short
- (C) they have tails that are long
- (D) only their front two feet are webbed

23. Which of the following statements does paragraph 2 support?

- (A) Female otters give birth to five babies every year.
- (B) Otter couples stay together their entire lives.
- (C) Otters build their dens in holes underwater.
- (D) Otters can give birth when they are two years old.

24. In line 12, the phrase dependent upon is closest in meaning to _____.

- (A) suspicious of
- (B) attached to
- (C) reliant on
- (D) aware of

25. What can be inferred from the article about baby otters?

- (A) They cannot eat meat in their first year of life.
- (B) Hunting is harder for them than swimming.
- (C) Their fur coats keep them warm in cold water.
- (D) Some of them are very poor swimmers.

26. In line 20, the word those refers to _____.

- (A) otters
- (B) predatory carnivores
- (C) fish and crustaceans
- (D) reptiles, amphibians, and birds

27. The author uses killer whales as an example of _____.

- (A) animals that prey on otters
- (B) large sea creatures
- (C) otters' fiercest enemies
- (D) animals more dangerous than alligators

28. What does the author point out by writing that human hunters have taken a toll on otter populations in line 26?

- (A) Humans are trying to protect otters.
- (B) Humans should stop hunting otters.
- (C) Humans have reduced the number of otters.
- (D) Humans ought to help save more otters.

29. Which animal is NOT mentioned as a predator of otters?

- (A) Wolves
- (B) Crocodiles
- (C) Humans
- (D) Crustaceans

Questions 30–36 are about the following passage.

Journalism is a field in which reporters gather news items and bring them to the attention of the public. For the most part, journalists do this by writing articles. After the invention of the camera, though, a new type of journalist came about: the photojournalist.

5 A photojournalist is a person who takes photographs of important events. These pictures are then published in newspapers, journals, and magazines and also on the Internet. One of the most famous photojournalists of the 1900s was Henri Cartier-Bresson, a Frenchman. He gained fame for his photographs of street life and took pictures of various historical events as well. Dorothea Lange was an
10 10 American photojournalist. She became famous for the pictures she took during the Great Depression in the United States in the 1930s. Eddie Adams gained renown for his pictures taken during the Vietnam War. His most famous picture shows a North Vietnamese prisoner about to be executed by a policeman. It had an emotional effect on many Americans and turned a lot of them against the war.

15 Some pictures taken by photojournalists have become iconic and are recognized around the world. In this way, the pictures that some photojournalists take can be more influential than the articles that journalists write. Due to the influence of photojournalists in modern society, a large number of people have entered the field. Thus several different branches of photojournalism have arisen. Some
20 20 practitioners focus on taking photographs of wars and natural disasters. These individuals often put their lives at risk by entering dangerous areas in search of the perfect snapshot.

Others focus on staged events, such as special ceremonies and award shows. These usually involve people taking pictures of people who are posing. A third
25 25 type of photojournalist is the paparazzi. These are individuals who follow celebrities around in the hope of snapping good pictures of them to sell. In some cases, photographs taken by paparazzi can sell for hundreds of thousands of dollars.

Nowadays, most photojournalists either work for news organizations or are employed as freelancers. Those who
30 30 are independent sell their snapshots to the highest bidders. In addition, thanks to the pervasiveness of digital cameras and cell phone cameras, even regular people can be photojournalists. In recent years, some of the best and most candid photographs were taken by people who
35 35 were not professionally employed as photojournalists.



30. Which title best summarizes the main idea of the passage?

- (A) Photojournalists: Who They Are and What They Do
- (B) So You Want to Become a Photojournalist?
- (C) What Does It Take to Work as a Photojournalist?
- (D) The Most Famous Photojournalists and Their Pictures

31. Why does the author talk about Dorothea Lange?

- (A) To compare her work with that of Eddie Adams
- (B) To describe the type of pictures she took
- (C) To point out that she took pictures of urban environments
- (D) To state that she was the first photojournalist

32. Which of the following is true regarding Eddie Adams?

- (A) He was against the war in Vietnam.
- (B) He was an acquaintance of Henri Cartier-Bresson.
- (C) He first took pictures in the Great Depression.
- (D) He took some famous war photographs.

33. In line 17, the word influential is closest in meaning to _____.

- (A) significant
- (B) appropriate
- (C) respected
- (D) famous

34. Based on the passage, what is probably true about some people who become photojournalists?

- (A) They make sure they have the best photo equipment.
- (B) They attend journalism school before becoming professionals.
- (C) They are hopeful of becoming influential individuals.
- (D) They are willing to get arrested for taking photographs.

35. What does the author say about paparazzi?

- (A) Their pictures can sell for large amounts of money.
- (B) Much of their work is featured in tabloid newspapers.
- (C) Many people dislike the methods that they use.
- (D) They take pictures of people who are posing.

36. In line 31, the word pervasiveness is closest in meaning to _____.

- (A) cheapness
- (B) quality
- (C) commonness
- (D) popularity

Questions 37–49 are about the following passage.

The Age of Exploration originated in Europe in the fifteenth century. At that time, European sailors started sailing to places far from their homes. First, they went down the coast of Africa. Later, they went into the Indian Ocean and made it to various ports in Asia. Near the end of the century, they sailed all the way to the Americas in the New World. Eventually, they managed to travel around the entire world.

The first expedition that managed to circumnavigate the globe was led by Ferdinand Magellan. While Magellan was a Portuguese sailor, he sailed under the Spanish flag since his journey was funded by the king of Spain. When he departed on September 20, 1519, he had five ships and nearly 300 men.

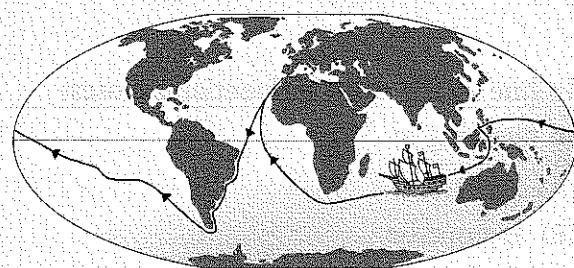
10 The expedition first moved west and crossed the Atlantic Ocean. After the ships reached the New World, they sailed south along the east coast of South America. Magellan was looking for a way to enter the Pacific Ocean. In November 1520, Magellan and his men finally discovered a passage to the Pacific. During the search, though, Magellan lost one of his ships when it crashed into a beach and got wrecked.

15 There was also a mutiny attempt by some of his crew members.

With his remaining ships, Magellan sailed west across the Pacific Ocean. They traveled to the Mariana Islands, landed on Guam, and then sailed toward the Philippine Islands. During their journey across the Pacific, Magellan and his men became the first Europeans to see most of that part of the world.

20 When the ships reached the Philippines, Magellan's role in the journey came to an end. On an island there, Magellan's men got into a dispute with some of the natives. There was a fight, and Magellan was killed in the middle of it. He died on April 27, 1521.

By this time, Magellan's crew had 25 three ships, but they only had enough men to sail on two of them. So they burned one and sailed the other two south to Indonesia. There, they engaged in trade with the natives, so 30 they acquired some spices to take back to Europe. However, the Portuguese were at war with Spain at that time, so one ship was captured by them. The last remaining ship crossed the Indian Ocean. It rounded Africa and sailed north to Spain. It arrived home on September 6, 1522. Only eighteen of the original crew made it home alive.



37. What is the passage mainly about?

- (A) The life of Ferdinand Magellan
- (B) The first trip around the world
- (C) The European Age of Exploration
- (D) The dangers of traveling in the past

38. Which is NOT mentioned as a place that Europeans visited during the Age of Exploration?

- (A) Africa
- (B) Australia
- (C) Asia
- (D) America

39. In line 6, the word circumnavigate is closest in meaning to _____.

- (A) go around
- (B) explore
- (C) learn about
- (D) map

40. According to the passage, what happened to Magellan's expedition while his ships were near South America?

- (A) They were attacked by natives.
- (B) The crew decided to sail back home.
- (C) They encountered lots of bad weather.
- (D) A ship was lost by the expedition.

41. What does the author point out by writing that the crew engaged in trade in line 28?

- (A) They decided to get married.
- (B) They bought and sold items.
- (C) They got rid of some possessions.
- (D) They found more crew members.

42. In line 32, the word them refers to _____.

- (A) Magellan's crew
- (B) the natives
- (C) some spices
- (D) the Portuguese

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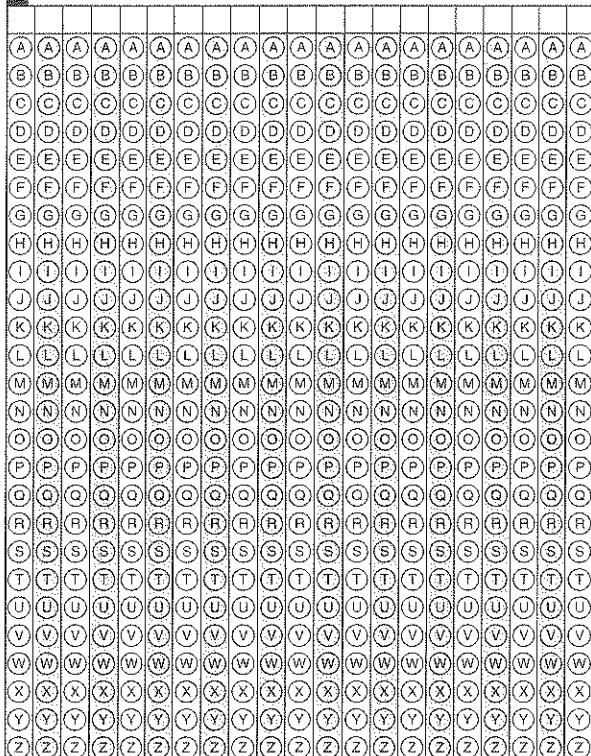
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EXAMPLE

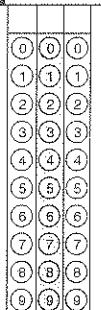
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Print your name in your first language:	Test Center Name:	Form Code:
ETS USE ONLY Consent Form is on file: <input type="radio"/> Yes <input type="radio"/> No		

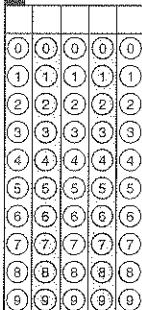
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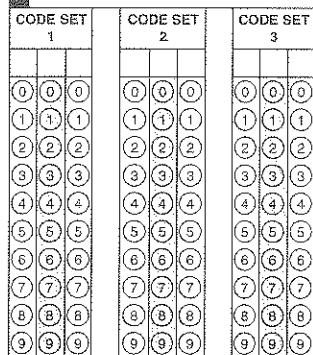
4. COUNTRY CODE



**5. GROUP CODE
(if assigned)**



6. CODE SETS (if assigned)



MUST BE COMPLETED FOR SCORING

7. GENDER

FEMALE

MALE

8. WHAT IS YOUR CURRENT GRADE LEVEL?

- Elementary School
- Middle School — 1st Year
- Middle School — 2nd Year
- Middle School — 3rd Year
- High School
- Other

9. HOW MANY TIMES HAVE YOU TAKEN THE TOEFL JUNIOR TEST IN THE PAST?

- None
- Once
- Twice
- Three or more times

10. INCLUDING THIS YEAR, HOW MANY YEARS HAVE YOU BEEN STUDYING ENGLISH AT A SCHOOL?

- 1-2
- 3-5
- 6-8
- 9 or more

11. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH IN YOUR REGULAR SCHOOL?

- 1-2
- 3-5
- 6-8
- 9 or more

12. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH OUTSIDE OF YOUR REGULAR SCHOOL?

- 0
- 1-3
- 4-6
- 7 or more

13. HAVE YOU LIVED IN AN ENGLISH SPEAKING COUNTRY?

- No
- Yes, I stayed less than 3 months
- Yes, I stayed between 3 months and 12 months
- Yes, I stayed over 1 year

2. STUDENT NUMBER
Start here

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EXAMPLE				
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LISTENING COMPREHENSION

SAMPLES

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LANGUAGE FORM AND MEANING

SAMPLES

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42 (A) (B) (C) (D)

READING COMPREHENSION

SAMPLES

- A (A) (B) (C) (D)
B (A) (B) (C) (D)

- 1 (A) (B) (C) (D)
2 (A) (B) (C) (D)
3 (A) (B) (C) (D)
4 (A) (B) (C) (D)
5 (A) (B) (C) (D)
6 (A) (B) (C) (D)

- 7 (A) (B) (C) (D)
8 (A) (B) (C) (D)
9 (A) (B) (C) (D)
10 (A) (B) (C) (D)
11 (A) (B) (C) (D)
12 (A) (B) (C) (D)
13 (A) (B) (C) (D)
14 (A) (B) (C) (D)
15 (A) (B) (C) (D)

- 16 (A) (B) (C) (D)
17 (A) (B) (C) (D)
18 (A) (B) (C) (D)
19 (A) (B) (C) (D)
20 (A) (B) (C) (D)
21 (A) (B) (C) (D)
22 (A) (B) (C) (D)
23 (A) (B) (C) (D)
24 (A) (B) (C) (D)

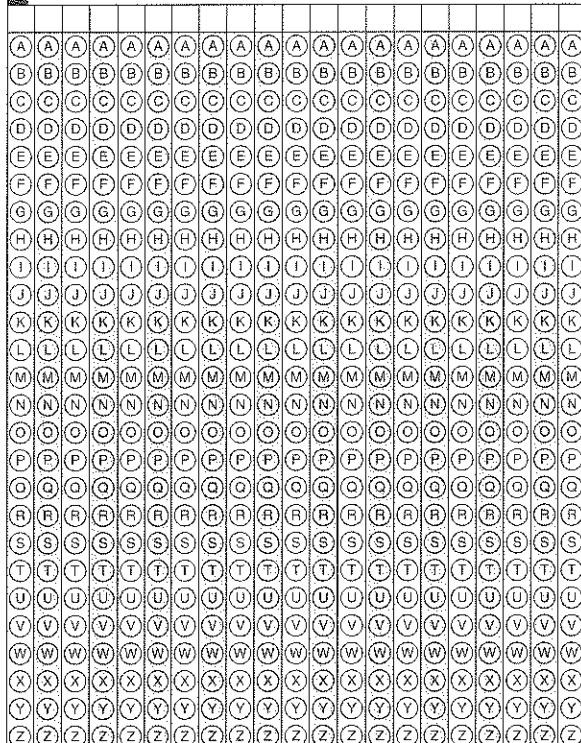
- 25 (A) (B) (C) (D)
26 (A) (B) (C) (D)
27 (A) (B) (C) (D)
28 (A) (B) (C) (D)
29 (A) (B) (C) (D)
30 (A) (B) (C) (D)
31 (A) (B) (C) (D)
32 (A) (B) (C) (D)
33 (A) (B) (C) (D)

- 34 (A) (B) (C) (D)
35 (A) (B) (C) (D)
36 (A) (B) (C) (D)
37 (A) (B) (C) (D)
38 (A) (B) (C) (D)
39 (A) (B) (C) (D)
40 (A) (B) (C) (D)
41 (A) (B) (C) (D)
42 (A) (B) (C) (D)

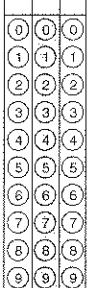
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Print your name in your first language:	Test Center Name:	Form Code:
ETS USE ONLY Consent Form is on file: <input type="radio"/> Yes <input type="radio"/> No		

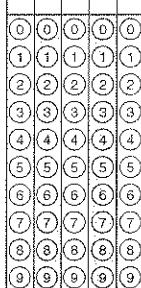
1. NAME: Print your name. Using one box for each letter, first print your family name, then your first (given) name. Leave one box blank between names. Then, below each box, use a No. 2 pencil and fill in the circle matching the same letter.



4. COUNTRY CODE



5. GROUP CODE (if assigned)



6. CODE SETS (if assigned)

CODE SET 1	CODE SET 2	CODE SET 3
0 0 0	0 0 0	0 0 0
1 1 1	1 1 1	1 1 1
2 2 2	2 2 2	2 2 2
3 3 3	3 3 3	3 3 3
4 4 4	4 4 4	4 4 4
5 5 5	5 5 5	5 5 5
6 6 6	6 6 6	6 6 6
7 7 7	7 7 7	7 7 7
8 8 8	8 8 8	8 8 8
9 9 9	9 9 9	9 9 9

MUST BE COMPLETED FOR SCORING

7. GENDER

FEMALE

MALE

8. WHAT IS YOUR CURRENT GRADE LEVEL?

- Elementary School
- Middle School — 1st Year
- Middle School — 2nd Year
- Middle School — 3rd Year
- High School
- Other

9. HOW MANY TIMES HAVE YOU TAKEN THE TOEFL JUNIOR TEST IN THE PAST?

- None
- Once
- Twice
- Three or more times

10. INCLUDING THIS YEAR, HOW MANY YEARS HAVE YOU BEEN STUDYING ENGLISH AT A SCHOOL?

- 1-2
- 3-5
- 6-8
- 9 or more

11. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH IN YOUR REGULAR SCHOOL?

- 1-2
- 3-5
- 6-8
- 9 or more

12. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH OUTSIDE OF YOUR REGULAR SCHOOL?

- 0
- 1-3
- 4-6
- 7 or more

13. HAVE YOU LIVED IN AN ENGLISH SPEAKING COUNTRY?

- No
- Yes, I stayed less than 3 months
- Yes, I stayed between 3 months and 12 months
- Yes, I stayed over 1 year

2	STUDENT NUMBER		
Start here			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3	DATE OF BIRTH		
	YYYY	MM	DD
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (X) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)
(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (X) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)
(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (X) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)

LISTENING COMPREHENSION				
SAMPLES	A (A) (B) (C) (D)	B (A) (B) (C) (D)	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)
			8 (A) (B) (C) (D)	17 (A) (B) (C) (D)
			9 (A) (B) (C) (D)	18 (A) (B) (C) (D)
1	(A) (B) (C) (D)		10 (A) (B) (C) (D)	19 (A) (B) (C) (D)
2	(A) (B) (C) (D)		11 (A) (B) (C) (D)	20 (A) (B) (C) (D)
3	(A) (B) (C) (D)		12 (A) (B) (C) (D)	21 (A) (B) (C) (D)
4	(A) (B) (C) (D)		13 (A) (B) (C) (D)	22 (A) (B) (C) (D)
5	(A) (B) (C) (D)		14 (A) (B) (C) (D)	23 (A) (B) (C) (D)
6	(A) (B) (C) (D)		15 (A) (B) (C) (D)	24 (A) (B) (C) (D)
				25 (A) (B) (C) (D)
				26 (A) (B) (C) (D)
				27 (A) (B) (C) (D)
				28 (A) (B) (C) (D)
				29 (A) (B) (C) (D)
				30 (A) (B) (C) (D)
				31 (A) (B) (C) (D)
				32 (A) (B) (C) (D)
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				37 (A) (B) (C) (D)
				38 (A) (B) (C) (D)
				39 (A) (B) (C) (D)
				40 (A) (B) (C) (D)
				41 (A) (B) (C) (D)
				42 (A) (B) (C) (D)

LANGUAGE FORM AND MEANING				
SAMPLES	A (A) (B) (C) (D)	B (A) (B) (C) (D)	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)
			8 (A) (B) (C) (D)	17 (A) (B) (C) (D)
			9 (A) (B) (C) (D)	18 (A) (B) (C) (D)
1	(A) (B) (C) (D)		10 (A) (B) (C) (D)	19 (A) (B) (C) (D)
2	(A) (B) (C) (D)		11 (A) (B) (C) (D)	20 (A) (B) (C) (D)
3	(A) (B) (C) (D)		12 (A) (B) (C) (D)	21 (A) (B) (C) (D)
4	(A) (B) (C) (D)		13 (A) (B) (C) (D)	22 (A) (B) (C) (D)
5	(A) (B) (C) (D)		14 (A) (B) (C) (D)	23 (A) (B) (C) (D)
6	(A) (B) (C) (D)		15 (A) (B) (C) (D)	24 (A) (B) (C) (D)
				25 (A) (B) (C) (D)
				26 (A) (B) (C) (D)
				27 (A) (B) (C) (D)
				28 (A) (B) (C) (D)
				29 (A) (B) (C) (D)
				30 (A) (B) (C) (D)
				31 (A) (B) (C) (D)
				32 (A) (B) (C) (D)
				33 (A) (B) (C) (D)
				34 (A) (B) (C) (D)
				35 (A) (B) (C) (D)
				36 (A) (B) (C) (D)
				37 (A) (B) (C) (D)
				38 (A) (B) (C) (D)
				39 (A) (B) (C) (D)
				40 (A) (B) (C) (D)
				41 (A) (B) (C) (D)
				42 (A) (B) (C) (D)

READING COMPREHENSION				
SAMPLES	A (A) (B) (C) (D)	B (A) (B) (C) (D)	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)
			8 (A) (B) (C) (D)	17 (A) (B) (C) (D)
			9 (A) (B) (C) (D)	18 (A) (B) (C) (D)
1	(A) (B) (C) (D)		10 (A) (B) (C) (D)	19 (A) (B) (C) (D)
2	(A) (B) (C) (D)		11 (A) (B) (C) (D)	20 (A) (B) (C) (D)
3	(A) (B) (C) (D)		12 (A) (B) (C) (D)	21 (A) (B) (C) (D)
4	(A) (B) (C) (D)		13 (A) (B) (C) (D)	22 (A) (B) (C) (D)
5	(A) (B) (C) (D)		14 (A) (B) (C) (D)	23 (A) (B) (C) (D)
6	(A) (B) (C) (D)		15 (A) (B) (C) (D)	24 (A) (B) (C) (D)
				25 (A) (B) (C) (D)
				26 (A) (B) (C) (D)
				27 (A) (B) (C) (D)
				28 (A) (B) (C) (D)
				29 (A) (B) (C) (D)
				30 (A) (B) (C) (D)
				31 (A) (B) (C) (D)
				32 (A) (B) (C) (D)
				33 (A) (B) (C) (D)
				34 (A) (B) (C) (D)
				35 (A) (B) (C) (D)
				36 (A) (B) (C) (D)
				37 (A) (B) (C) (D)
				38 (A) (B) (C) (D)
				39 (A) (B) (C) (D)
				40 (A) (B) (C) (D)
				41 (A) (B) (C) (D)
				42 (A) (B) (C) (D)

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EXAMPLE				
CORRECT Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	INCORRECT Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ			
Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ	Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ

Print your name in your first language:	Test Center Name:	Form Code:
ETS USE ONLY. Consent Form is on file: <input type="radio"/> Yes <input type="radio"/> No		

1. NAME: Print your name. Using one box for each letter, first print your family name, then your first (given) name. Leave one box blank between names. Then, below each box, use a No. 2 pencil and fill in the circle matching the same letter.

A A A A A	A A A A A	A A A A A	A A A A A	A A A A A
B B B B B	B B B B B	B B B B B	B B B B B	B B B B B
C C C C C	C C C C C	C C C C C	C C C C C	C C C C C
D D D D D	D D D D D	D D D D D	D D D D D	D D D D D
E E E E E	E E E E E	E E E E E	E E E E E	E E E E E
F F F F F	F F F F F	F F F F F	F F F F F	F F F F F
G G G G G	G G G G G	G G G G G	G G G G G	G G G G G
H H H H H	H H H H H	H H H H H	H H H H H	H H H H H
I I I I I	I I I I I	I I I I I	I I I I I	I I I I I
J J J J J	J J J J J	J J J J J	J J J J J	J J J J J
K K K K K	K K K K K	K K K K K	K K K K K	K K K K K
L L L L L	L L L L L	L L L L L	L L L L L	L L L L L
M M M M M	M M M M M	M M M M M	M M M M M	M M M M M
N N N N N	N N N N N	N N N N N	N N N N N	N N N N N
O O O O O	O O O O O	O O O O O	O O O O O	O O O O O
P P P P P	P P P P P	P P P P P	P P P P P	P P P P P
Q Q Q Q Q	Q Q Q Q Q	Q Q Q Q Q	Q Q Q Q Q	Q Q Q Q Q
R R R R R	R R R R R	R R R R R	R R R R R	R R R R R
S S S S S	S S S S S	S S S S S	S S S S S	S S S S S
T T T T T	T T T T T	T T T T T	T T T T T	T T T T T
U U U U U	U U U U U	U U U U U	U U U U U	U U U U U
V V V V V	V V V V V	V V V V V	V V V V V	V V V V V
W W W W W	W W W W W	W W W W W	W W W W W	W W W W W
X X X X X	X X X X X	X X X X X	X X X X X	X X X X X
Y Y Y Y Y	Y Y Y Y Y	Y Y Y Y Y	Y Y Y Y Y	Y Y Y Y Y
Z Z Z Z Z	Z Z Z Z Z	Z Z Z Z Z	Z Z Z Z Z	Z Z Z Z Z

4. COUNTRY CODE	5. GROUP CODE (if assigned)	6. CODE SETS (if assigned)
0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9	CODE SET 1 CODE SET 2 CODE SET 3
0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9

MUST BE COMPLETED FOR SCORING

7. GENDER	8. WHAT IS YOUR CURRENT GRADE LEVEL?	9. HOW MANY TIMES HAVE YOU TAKEN THE TOEFL JUNIOR TEST IN THE PAST?
FEMALE <input type="radio"/>	MIDDLE SCHOOL — 1ST YEAR <input type="radio"/> MIDDLE SCHOOL — 2ND YEAR <input type="radio"/> MIDDLE SCHOOL — 3RD YEAR <input type="radio"/> HIGH SCHOOL <input type="radio"/> OTHER <input type="radio"/>	None <input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Three or more times <input type="radio"/>
10. INCLUDING THIS YEAR, HOW MANY YEARS HAVE YOU BEEN STUDYING ENGLISH AT A SCHOOL?		
1-2 <input type="radio"/>	6-8 <input type="radio"/>	
3-5 <input type="radio"/>	9 or more <input type="radio"/>	
11. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH IN YOUR REGULAR SCHOOL?		
1-2 <input type="radio"/>	6-8 <input type="radio"/>	
3-5 <input type="radio"/>	9 or more <input type="radio"/>	
12. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH OUTSIDE OF YOUR REGULAR SCHOOL?		
0 <input type="radio"/>	4-6 <input type="radio"/>	
1-3 <input type="radio"/>	7 or more <input type="radio"/>	
13. HAVE YOU LIVED IN AN ENGLISH SPEAKING COUNTRY?		
No <input type="radio"/>	Yes, I stayed less than 3 months <input type="radio"/>	
Yes, I stayed between 3 months and 12 months <input type="radio"/>	Yes, I stayed over 1 year <input type="radio"/>	

2. STUDENT NUMBER
Start here

0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1
2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2
3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3
4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4
5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5
6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6
7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7
8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8
9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9

3. DATE OF BIRTH

YYYY	MM	DD
0 0 0 0	0 0 0 0	0 0 0 0
1 1 1 1	1 1 1 1	1 1 1 1
2 2 2 2	2 2 2 2	2 2 2 2
3 3 3 3	3 3 3 3	3 3 3 3
4 4 4 4	4 4 4 4	4 4 4 4
5 5 5 5	5 5 5 5	5 5 5 5
6 6 6 6	6 6 6 6	6 6 6 6
7 7 7 7	7 7 7 7	7 7 7 7
8 8 8 8	8 8 8 8	8 8 8 8
9 9 9 9	9 9 9 9	9 9 9 9

Perfect TOEFL Junior

EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (X) (D)	(A) (B) (S) (D)

LISTENING COMPREHENSION

SAMPLES	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
A (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
B (A) (B) (C) (D)	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	11 (A) (B) (C) (D)	20 (A) (B) (C) (D)	29 (A) (B) (C) (D)	38 (A) (B) (C) (D)
3 (A) (B) (C) (D)	12 (A) (B) (C) (D)	21 (A) (B) (C) (D)	30 (A) (B) (C) (D)	39 (A) (B) (C) (D)
4 (A) (B) (C) (D)	13 (A) (B) (C) (D)	22 (A) (B) (C) (D)	31 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)

LANGUAGE FORM AND MEANING

SAMPLES	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
A (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
B (A) (B) (C) (D)	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	11 (A) (B) (C) (D)	20 (A) (B) (C) (D)	29 (A) (B) (C) (D)	38 (A) (B) (C) (D)
3 (A) (B) (C) (D)	12 (A) (B) (C) (D)	21 (A) (B) (C) (D)	30 (A) (B) (C) (D)	39 (A) (B) (C) (D)
4 (A) (B) (C) (D)	13 (A) (B) (C) (D)	22 (A) (B) (C) (D)	31 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)

READING COMPREHENSION

SAMPLES	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
A (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
B (A) (B) (C) (D)	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (D)	19 (A) (B) (C) (D)	28 (A) (B) (C) (D)	37 (A) (B) (C) (D)
2 (A) (B) (C) (D)	11 (A) (B) (C) (D)	20 (A) (B) (C) (D)	29 (A) (B) (C) (D)	38 (A) (B) (C) (D)
3 (A) (B) (C) (D)	12 (A) (B) (C) (D)	21 (A) (B) (C) (D)	30 (A) (B) (C) (D)	39 (A) (B) (C) (D)
4 (A) (B) (C) (D)	13 (A) (B) (C) (D)	22 (A) (B) (C) (D)	31 (A) (B) (C) (D)	40 (A) (B) (C) (D)
5 (A) (B) (C) (D)	14 (A) (B) (C) (D)	23 (A) (B) (C) (D)	32 (A) (B) (C) (D)	41 (A) (B) (C) (D)
6 (A) (B) (C) (D)	15 (A) (B) (C) (D)	24 (A) (B) (C) (D)	33 (A) (B) (C) (D)	42 (A) (B) (C) (D)

Answers, Scripts, and Explanations

Practice Test 1

PART 1

Listening Comprehension

p.14

Answers

1. (C) [Main Idea Question]
2. (B) [Prediction Question]
3. (B) [Detail Question]
4. (A) [Inference Question]
5. (D) [Main Idea Question]
6. (A) [Inference Question]
7. (A) [Speaker's Purpose Question]
8. (C) [Main Idea Question]
9. (C) [Detail Question]
10. (B) [Main Idea Question]
11. (A) [Rhetorical Device Question]
12. (D) [Detail Question]
13. (D) [Prosody Question]
14. (C) [Detail Question]
15. (A) [Inference Question]
16. (C) [Prediction Question]
17. (B) [Main Idea Question]
18. (D) [Detail Question]
19. (D) [Inference Question]
20. (A) [Detail Question]
21. (C) [Prediction Question]
22. (B) [Speaker's Purpose Question]
23. (C) [Prosody Question]
24. (C) [Rhetorical Device Question]
25. (B) [Detail Question]
26. (B) [Rhetorical Device Question]
27. (D) [Detail Question]
28. (B) [Detail Question]
29. (C) [Inference Question]
30. (C) [Main Idea Question]
31. (D) [Inference Question]
32. (B) [Detail Question]
33. (A) [Detail Question]
34. (D) [Prediction Question]
35. (C) [Rhetorical Device Question]
36. (D) [Prosody Question]
37. (A) [Detail Question]
38. (B) [Speaker's Purpose Question]
39. (B) [Main Idea Question]
40. (C) [Detail Question]
41. (A) [Detail Question]
42. (C) [Inference Question]

Scripts & Explanations

1

- B: Have you finished writing your report for history class yet?
- G: Actually, I haven't even started doing any research on it. I have been too busy working on my English paper.
- B: You haven't started? But the paper is due tomorrow. You'd better hurry.
- G: I know. I guess I'll head to the library after school's done today.

For most of the conversation, the boy and girl are talking about a history paper that is due the next day.

2

- G: Mr. Patterson, Kevin told me that you wanted to see me.
- M: That's right, Amy. You didn't turn in your homework this morning. Did you forget to complete it?
- G: Uh . . . Actually, I left it at home this morning. Should I call my mother and ask her to bring it to school?
- M: No, don't do that. But please submit it first thing tomorrow morning.

The teacher, Mr. Patterson, tells the girl, "Please submit it first thing tomorrow morning." So the girl is going to give her homework to him tomorrow morning.

3

- G: Hey, that's a nice bike you're riding. When did you get it?
- B: My parents gave it to me yesterday.
- G: Yesterday? But isn't your birthday two months from now? What was the occasion?
- B: They didn't give it to me as a birthday present. They gave it to me since I got all A's last semester. I suppose it's kind of a reward for doing well.

The boy tells the girl that he received the bike from his parents since, "I got all A's last semester."

4

- B: How did you do on the exam? I got an 88.
- G: I totally bombed it. I can't believe that just happened to me.
- B: You can't be serious, can you? I thought that you studied for the test the entire weekend.
- G: I did, but, when the test started, I suddenly forgot everything I had learned.

When the girl states, "I totally bombed it" when talking about her test, she is implying that she failed the test or got a very poor grade. When you "bomb a test," you do badly on it. So the girl implies that her grade is lower than the boy's grade of 88.

5

- G: How are you going to get home this afternoon?
- B: My mom is picking me up around 3:30. How come?
- G: Would you mind if I caught a ride home with you? My parents are too busy to come to get me today.
- B: No problem. You live right down the street from me.

The boy and girl are talking about how the girl needs a ride home after school since her parents cannot pick her up after class.

6

- M: Gina, I saw you passing notes again in class today. You really have to stop doing that.
- G: I'm sorry, Mr. Sanders.
- M: That's the second time this week I've had to talk to you about your behavior. The next time it happens, you're going to get detention for three days.
- G: Yes, sir. I won't do it again.

The teacher focuses on the girl's bad behavior and tells her that she needs to improve it during class.

7

- W: Class, I would like to talk to you about the science fair. It's going to be held from November third to the fifth. That's six weeks from now.

Everyone needs to participate in the science fair this year. I'd like you all to choose your topics by next week. If you need any help, just ask. I can help you select something.

During the announcement, the teacher tells the students about the upcoming science fair.

8

- M: We're going to have a new athletic team this year. I think that a lot of you might be interested in participating in it. It's the cross-country team. Cross-country is a running sport, but you don't run on a track. Instead, you run long distances outdoors. If anyone is interested, let me know. I can give you some more information.

The teacher spends the entire announcement telling the students about the formation of the cross-country team.

9

- M: There are both physical changes and chemical changes. A physical change can be something as simple as ripping a paper into two pieces. It can also be boiling water to change it from a liquid state to a gaseous one. But chemical changes are different. They change the actual molecules in a substance. Let me give you some examples of chemical changes . . .

About chemical changes, the teacher states, "They change the actual molecules in a substance."

[10-13]

- B: Sandy, I'd like to congratulate you on winning the election. It's so amazing you just got voted student body president.
- G: Thanks for saying that, Tom. Honestly, I can't believe I won the election. I was positive Randy was going to win. The results were a pleasant surprise for me though.
- B: Yeah, that's what a lot of people thought since he's so popular. But, uh, apparently more people wanted you to do the job.
- G: I guess so.
- B: Anyway, uh, now that you just got elected, what are you planning to do as president? Do you have any big plans for the student body this year?

G: I sure do. First of all, I intend to do my best to keep every single one of my campaign promises. I'm going to start by focusing on the food selection in the cafeteria this year.

B: That would be great. The quality of the food has really gone down the past few months. I've been bringing my own lunch lately because I can't stand eating the food there anymore.

G: I know exactly what you're talking about. That's why I'm going to look into it.

B: That would be great. Good luck.

G: Thanks.

B: While you're handling the cafeteria, are you planning to take care of any of your other campaign promises as well?

G: I don't want to do too much at once. Basically, I need to get used to my new position. When I'm more comfortable in a month or two, I think I'll work on fulfilling my other campaign promises.

10

During most of the conversation, the speakers talk about the girl's plans now that she has been elected school president. They discuss her immediate plans as well as her future plans.

11

About Randy, the girl comments, "Honestly, I can't believe I won the election. I was positive Randy was going to win."

12

When talking about the food in the cafeteria, the boy remarks, "The quality of the food has really gone down the past few months. I've been bringing my own lunch lately because I can't stand eating the food there anymore."

13

The boy asks the girl, "While you're handling the cafeteria, are you planning to take care of any of your other campaign promises as well?" She responds by saying, "I don't want to do too much at once." So the girl implies that she is only going to look into the matter concerning the cafeteria.

[14-16]

W Teacher: Greg, would you mind staying for a moment, please? There's something I need to speak with you about before you head to your next class.

B: No problem, Mrs. Whittaker. What do you want to talk to me about?

W: Your recent homework . . . It hasn't been particularly good the last couple of weeks. I'm worried that you're not going to do well on our upcoming test. Is there anything I need to know about?

B: Um . . . Not really. I guess I'm just having a hard time understanding the material. Geometry is sort of difficult for me.

W: I see. Well, I have a suggestion for you . . .

B: Yes, ma'am?

W: I believe you ought to join a study group. Are you aware that there are two separate geometry study groups here at school?

B: There are?

W: Indeed there are. However, it appears that you, uh, as well as most of the other students in the class, are unaware of them. Anyway, I believe you should consider joining one. They're led by seniors who get excellent grades in math. I'm positive that attending a few study sessions will let you improve the quality of your work. So what do you think?

B: I guess I could give it a shot. But, um . . . when do they meet? I have football practice as soon as school ends, so . . .

W: One of the groups meets after school. But the other gets together during the study hall period following lunch. Why don't you go there today? The group meets in room 214. I can let the group leader know you're going.

B: Sure thing. Thanks for letting me know about the group, Mrs. Whittaker.

14

About the boy's homework, the teacher states, "Your recent homework . . . It hasn't been particularly good the last couple of weeks."

15

When talking about the study groups, the teacher says, "I'm positive that attending a few study sessions will let you improve the quality of your work." So she implies that the boy's math scores will improve if he joins the study group.

16

The teacher suggests that the boy go to the study group that meets after lunch. The boy answers, "Sure thing." So it is highly likely that the boy will attend the study group after lunch.

[17-21]

G: Mr. Simmons, do you have a moment?

M Teacher: Oh, hi, Carol. It's nice to see you back at school today. I heard you were really ill last week. Are you feeling better now?

G: Yes, sir. I had a bad case of the flu for a few days, but I got better over the weekend. Thanks for asking.

M: That's good to hear. So, may I assume you're here to talk about all of the work you missed last week?

G: That's right, Mr. Simmons. Since I was absent for four days, I must have missed a lot.

M: You did. But you're doing an outstanding job in my class, so I'm positive that you won't be behind the other students for too long. It shouldn't take you very much time to catch up with everyone else.

G: I hope not.

M: Okay. The first thing you need to do is get notes from one of the students in class. We covered all of chapter four in class last week. We studied ancient civilizations in the Americas. I recommend that you ask, hmm . . . Julie or Mark for their notes. They probably take the best notes of all the students.

G: All right. Mark and I have a couple of other classes together, so I'll speak with him later in the day.

M: Sounds good.

G: Did you give us any assignments? Do I have any homework to turn in?

M: Yes, you do. I assigned your class a report to write. It's due tomorrow . . . but don't worry. I don't expect you to turn it in by then. Hold on . . . Here . . . Take this. This is the sheet that explains what you need to write about. Why don't you give me your report on, um . . . How does Monday morning sound to you?

G: Perfect. I can complete it by then.

M: Excellent. Okay, um, I think we've covered everything.

G: Thanks, Mr. Simmons. Oh, the bell's going to ring soon. I don't want to make Mrs. Angleton mad by being late.

M: You'd better get going then.

17

During the conversation, the speakers mostly discuss the work that the girl missed the previous week when she was sick.

18

The girl tells the teacher, "I had a bad case of the flu for a few days," so she had an illness that made her absent from class.

19

The teacher suggests that the girl ask Julie or Mark for class notes. The girl responds, "Mark and I have a couple of other classes together, so I'll speak with him later in the day." So she implies that she is going to ask him for his class notes.

20

When talking about a report the girl needs to do, the teacher says, "Here . . . Take this. This is the sheet that explains what you need to write about."

21

At the end of the conversation, the girl says, "Oh, the bell's going to ring soon. I don't want to make Mrs. Angleton mad by being late." So she is probably going to attend class with Mrs. Angleton.

[22-25]

- B: Molly, you look like you're deep in thought about something.
- G: Huh . . . ?
- B: I said that you look like you're thinking about something . . . Are you okay?
- G: Oh, yeah. Sorry, Brent. I'm, uh, I'm just trying to figure out what to do about this semester.
- B: What do you mean?
- G: My parents have been encouraging me to join a lot of clubs this semester. They want me to do as many extracurricular activities as possible. They claim it will make my college applications look more attractive.
- B: I suppose so. Which activities are you considering?
- G: I'm already a member of the Spanish club and the science club. I'm on the math team, and I play softball as well.
- B: It seems like your plate is already full.
- G: That's exactly what I told my parents. However, they insist that I can do one or two more activities. They want me to join the band, but I simply don't have enough time for that. So I've narrowed my choices down to the computer club and the track team. Which of those two do you think I should do?
- B: It depends. You'll have fun if you run track, but you'll have to practice every day and go to track meets, too. That will be pretty time-consuming. I'm on the track team, so I know how much work is involved. On the other hand, the computer club seldom meets, and the members don't really do much. If you join the computer club, it won't require a great deal of effort on your part.
- G: Hmm . . . I'm already overworked. I think I'll join the computer club.
- B: That's exactly what I'd do.
- G: Yeah, that way, I can keep my parents happy, and I won't have a big increase in my workload.

22

The girl tells the boy, "My parents have been encouraging me to join a lot of clubs this semester. They want me to do as many extracurricular activities as possible."

23

When a person's "plate is full," it means that the person is very busy. So the boy means that the girl is doing a large number of activities.

24

About the track team, the boy notes, "You'll have to practice every day and go to track meets, too. That will be pretty time-consuming. I'm on the track team, so I know how much work is involved." So he talks about the track team to claim that it takes up a lot of time.

25

The girl states, "I think I'll join the computer club."

[26-29]

W Announcer: Good evening, listeners. This is Karen Pierson, and I'm the host of Current Events here on WQMR. I've got a very special guest for you tonight. I'm going to be talking with Professor Pratt Harris. He teaches archaeology at Westmoreland University. Good evening, Professor.

M Professor: Good evening, Karen. Thank you for having me on your show.

W: The pleasure is all mine. Now, Professor . . . We asked you to be with us today because of the news coming from nearby Watertown. Why don't you tell us about it?

M: Sure. It appears that three young boys were out walking in the forest near Watertown a couple of days ago. One of them stumbled upon a previously unknown cave. The boys, of course, couldn't restrain their natural curiosity, so they investigated the cave. Inside, they found some works of art painted on the walls.

W: Cave art. I believe that's the first example of cave art ever found in our area, isn't it?

M: That's correct, Karen. A large number of Native American tribes are known to have lived here in the past. But none of the tribes that lived in this region in the past few centuries made any cave art. As a result, we . . . uh, that would be my colleagues and I at the university . . . we believe this cave art could be thousands of years old.

W: Is there any way to determine the age of the paintings?

M: Yes, there is. We can use carbon dating methods on both the paintings and the artifacts that were found in the cave. You see, uh, not only are there works of art on the walls, but there are also many artifacts, uh, such as pottery, in the cave. It's quite an impressive archaeological discovery. In fact, I'm pretty sure that, by the time we discover everything there is to be known about the cave, it will be one of the most important archaeological sites in the entire country.

W: That's a bold statement, Professor. And I'd like you to defend it. But, first, we're going to take a short commercial break, and then we'll continue talking with Professor Harris.

26

The professor comments, "It appears that three young boys were out walking in the forest near Watertown a couple of days ago. One of them stumbled upon a previously unknown cave."

27

The professor tells the announcer, "As a result, we . . . uh, that would be my colleagues and I at the university . . . we believe this cave art could be thousands of years old."

28

The professor remarks, "You see, uh, not only are there works of art on the walls, but there are also many artifacts, uh, such as pottery, in the cave."

29

About the cave, the professor states, "In fact, I'm pretty sure that, by the time we discover everything there is to be known about the cave, it will be one of the most important archaeological sites in the entire country." Since he believes the cave will be "one of the most important archaeological sites in the entire country," it can be inferred that the discovery is one of the most important archaeological finds in the region.

[30-34]

M Teacher: Everyone please turn to page 101. We're going to learn about Sir Isaac Newton next. You know who he is, right? Jane?

G: He was one of the greatest scientists of all time. He discovered gravity, and he did work in several other fields, um, including mathematics and optics.

M: Well done, Jane. Newton was a brilliant scientist, and he's one of my favorite people in history. I simply love talking about him and his discoveries. One of his greatest contributions to humanity was his coming up with the three laws of motion. Let me give them to you in brief right now.

The first law of motion states that every object is either in a state of rest or in uniform motion in a straight line unless an external force acts upon it. This means that a thing either remains still or moves in one direction until something causes it to stop doing that. Look at this ball on my desk. It's not moving. But . . . I push it, and it starts to roll. It keeps rolling until it hits the book right . . . about . . . now. And then it stops. That's Newton's first law of motion in action.

Now, um, the second law of motion. It's slightly more complicated. Newton said that the relationship between an object's mass and acceleration and its applied force can be summed up by the formula $F = MA$. Let me write that on the board . . . F stands for force. M stands for mass. And A stands for acceleration. To put it simply, the velocity, um, or speed, of a moving object is accelerated when a new force is applied to it. Here's a simple example . . . Press the gas pedal on a car, and it accelerates.

As for the third law of motion . . . Newton said that for every action, there is an equal and opposite reaction. What does that mean? . . . If one object hits another object, equal forces will act on them . . . but the forces will move in opposite directions. Think about a rocket. When its engine ignites, the burning gases in the engine move downward. As a result, the rocket moves upward. Now, let me show you a short video that will give you some more examples of all three laws of motion . . .

30

During most of his lecture, the teacher describes the three laws of motion that Sir Isaac Newton came up with.

31

About Newton, the teacher tells the students, "Newton was a brilliant scientist, and he's one of my favorite people in history. I simply love talking about him and his discoveries." Considering how much he likes Newton, it can be inferred that the teacher is familiar with Newton's achievements.

32

While talking about the first law of motion, the teacher uses a ball as an example while saying, "Look at this ball on my desk. It's not moving. But . . . I push it, and it starts to roll. It keeps rolling until it hits the book right . . . about . . . now. And then it stops."

33

The teacher describes the third law of motion as, "Newton said that for every action, there is an equal and opposite reaction."

34

At the end of the lecture, the teacher tells the class, "Now, let me show you a short video that will give you some more examples of all three laws of motion."

[35-38]

W Teacher: I'd like to chat about stress. This is something that can affect people's well-being in many ways. But what exactly is stress? . . . It's a difficult question to answer since people tend to define stress in different ways. Let's take a look at some of the physical effects of stress first. What happens when a person experiences stress?

B1: Some people get headaches. My heart tends to beat faster, and my blood pressure rises, too.

G: Yeah, and some people have specific responses to stress. For example, my sister bites her fingernails when she is stressed out. Other people sweat a lot.

W: That's right, Lucy. Some people have trouble breathing, and others' legs and hands start shaking. Additionally, in some cases, a person's personality may undergo a change. For instance, some people act rudely when they're stressed out. Others shout, make demands, and act quite, well, quite poorly. Now, tell me . . . What causes stress?

B2: School. And homework.

W: Be serious, Brad.

B2: I wasn't trying to be funny, Ms. Carter. School and homework probably cause stress for everyone in the class. At least they do for me. Um . . . people's jobs and their everyday lives can give them stress, too.

W: That's a better answer. Thanks. People often experience stress when they have no control over something. Think about it . . . Sitting in traffic jams can be stressful. You can't control the traffic. So there's nothing you can do to make the cars move faster. Thus your feeling of helplessness can transform into stress. What other problems cause stress?

G: Not having enough time to do something. And money. I think money, er, a lack of money, can cause stress, too.

W: Those are good points. Okay. What can people do about stress? . . . How can they get rid of it? . . . First, for those of you like Brad who suffer stress because of school, you can get your work done faster. That means you shouldn't wait to do your homework until ten minutes before class begins. You should do it earlier. In other words, solve the problems that are causing you stress. Any other ideas?

B1: Exercise works for me. When I get stressed out, I play basketball or go jogging. That always takes my mind off my problems and relieves my stress.

35

When talking about reactions to stress, the girl states, "Yeah, and some people have specific responses to stress. For example, my sister bites her fingernails when she is stressed out."

36

The boy states, "School. And homework." The teacher responds by saying, "Be serious, Brad." Then, the student comments, "I wasn't trying to be funny." Based on the student's answer to the teacher's comment, it can be inferred that the teacher thinks the student is making a joke.

37

About traffic jams, the teacher comments, "Sitting in traffic jams can be stressful. You can't control the traffic. So there's nothing you can do to make the cars move faster. Thus, your feeling of helplessness can transform into stress."

38

When suggesting ways that people can get rid of their stress, the teacher notes, "What can people do about stress? . . . How can they get rid of it? . . . First, for those of you like Brad who suffer stress because of school, you can get your work done faster. That means you shouldn't wait to do your homework until ten minutes before class begins. You should do it earlier."

[39-42]

M Teacher: Centuries ago, miners made use of primitive railway systems. They utilized wooden tracks that carts ran on. The miners loaded ore onto the carts. Then, they wheeled the carts out of the mines. Most of these tracks were underground. But some ran aboveground as well. The miners could therefore transport heavy loads of ore somewhat easily. Of course, these carts were either pushed by people or pulled by horses or other animals. There weren't any engines at that time. This method of moving heavy objects was most commonly employed in Germany, Britain, and some other places in Europe.

Using people to push wagons or horses to pull them isn't very efficient though. People and horses get tired and can't travel long distances without resting. So people sought new sources of power to move their carts. The steam engine, which was perfected in Britain in the late 1700s, was the ideal solution. Some people immediately recognized the potential that the steam engine had for transportation.

As a result, these individuals tried using steam engines to pull wagons on rails. This was first accomplished in England in 1804. By the 1820s, a lot of people were experimenting with various types of engines and vehicles. In 1825, British engineer George Stevenson invented a train engine that he called *Locomotion*. It ran on the first public railway system in the world.

Over the next few years, railways were built all over Britain. Most only ran short distances. But they were so successful that long-distance railways began getting built. The first major railway line opened in 1830. It was the Liverpool to Manchester line in Britain. The owners made money by charging fees for transporting both cargo and passengers.

By 1860, Britain had more than 16,000 kilometers of railways. It wasn't the only place that had trains. All over Europe and the United States, people were building railroads. Trains came to dominate land transportation in the nineteenth century. Now, let me give you a few details about railroads in the United States. I think you'll find these facts quite interesting.

39

During most of the lecture, the teacher talks about the history of railways and how they developed over time.

40

When talking about the carts that ran on wooden tracks, the teacher says, "These carts were either pushed by people or pulled by horses or other animals."

41

The teacher tells the class, "In 1825, British engineer George Stevenson invented a train engine that he called *Locomotion*."

42

The teacher remarks, "By 1860, Britain had more than 16,000 kilometers of railways. It wasn't the only place that had trains. All over Europe and the United States, people were building railroads." Since trains appeared in countries other than Britain, it can be inferred that people in other countries learned how to make them.

PART 2

Language Form and Meaning p.20

Answers

1. (D) [Verb Form Question]
2. (A) [Sentence Structure Question]
3. (B) [Vocabulary Question]
4. (B) [Vocabulary Question]
5. (D) [Vocabulary Question]
6. (A) [Comparison Question]
7. (C) [Sentence Structure Question]
8. (B) [Modifier Question]
9. (B) [Vocabulary Question]
10. (D) [Modifier Question]
11. (A) [Sentence Structure Question]
12. (A) [Noun Clause Question]
13. (C) [Verb Form Question]
14. (A) [Word Form Question]
15. (C) [Comparison Question]
16. (D) [Vocabulary Question]
17. (A) [Sentence Structure Question]
18. (D) [Vocabulary Question]
19. (C) [Modifier Question]
20. (C) [Sentence Structure Question]
21. (A) [Comparison Question]
22. (D) [Relative Clause Question]
23. (A) [Sentence Structure Question]
24. (B) [Vocabulary Question]
25. (B) [Modifier Question]
26. (D) [Vocabulary Question]
27. (D) [Vocabulary Question]
28. (B) [Verb Form Question]
29. (A) [Vocabulary Question]
30. (D) [Sentence Structure Question]
31. (C) [Word Form Question]
32. (C) [Relative Clause Question]
33. (B) [Sentence Structure Question]
34. (B) [Vocabulary Question]
35. (A) [Vocabulary Question]
36. (D) [Sentence Structure Question]
37. (B) [Verb Form Question]
38. (A) [Relative Clause Question]
39. (A) [Sentence Structure Question]
40. (B) [Word Form Question]
41. (C) [Vocabulary Question]
42. (A) [Vocabulary Question]

Explanations

1

After “intend,” the infinitive form of the verb is needed.

2

The writer is describing a future hope by using “if.” Thus, “could” needs to be used to describe this possible future.

3

“Organized” sports is a term that describes a sporting event in which individuals are members of a team, such as the swim team.

4

The email writer is asking for advice concerning the swim team. In the middle of the email, she asks for some “pointers.” Pointers are like “tips,” which is what the email writer is seeking.

5

A person who lives a “sheltered” life does not see how the more unfortunate members of society live.

6

In this comparison, “as ~ as” needs to be used.

7

“We” needs to come first in the phrase since it is modified by the phrase in front of it. You also “see how” other people live their lives.

8

After “learn,” use “by + verb-ing.”

9

When discussing groups or characteristics of people, use either “type of” or “kind of.”

10

A common phrase in English is “get the most out of ~.”

11

When describing the location of a place, you can use “situated ~” in a phrase.

12

A common phrase in English is “if you have what it takes to ~.”

13

A person may often have “a talk concerning” some topic.

14

After “behind,” a noun must be used. In this case, it must be a singular noun since “behind schedule” is an expression.

15

It is common for people to say that they need to work “much faster.” In this sentence, “than we have been working” is implied after “much faster.”

16

When describing a fact that a person has just realized, the word “apparently” should be used.

17

The writer is making a comparison. Most groups have finished, but his group is only just beginning. In this case, “we have barely even started” describes that situation.

18

A person does “research” at a library.

19

Based on the context, the noun clause starting with “whether” should follow the verb “recall.”

20

The email writer will go to the library as soon as school is over. Another way to say “as soon as” is to use “once.”

21

The article is describing how to increase the appeal of writing to others. In order to do that, “more” must be used.

22

First, either “that” or “which” should be used following “figures of speech.” Next, the writer is discussing

possible uses, which means that “can,” not “will,” must be used.

23

The sentence requires that the present continuous tense (be + verb-ing) be used, so “giving” has to be in the answer.

24

The sentence is making a contrast between alliteration and assonance, so “whereas” must be used to contrast the two terms.

25

In this sentence, “one” is a substitute for “an example.” Notice that “an example of alliteration” and “one of assonance” have similar structures.

26

When someone writes “dull” prose, it can become interesting through the usage of figures of speech.

27

The girls’ volleyball team qualified for the state tournament, so the proper thing to do is to congratulate them for their achievement.

28

The past tense form of the verb must be used.

29

The state tournament will be held this weekend, which is in the future. So the tournament is “upcoming.”

30

When something “comes to an end,” it finishes. In addition, the future tense must be used since a future action is being described.

31

A passive construction must be used here, so the past participle form of the verb is needed.

32

This is a relative clause that modifies “Davenport” and which is preceded by a comma, so “which” must be used.

33

An if-clause must be used in this sentence. It is common to say, “Let someone know if + action.”

34

When you tell a person, “Good luck,” you “wish” that person good luck.

35

“Legends” is a word that is often used together with “myths.” Both are stories that are told about times in the past.

36

Because of “there is,” a singular subject (“no such thing”) must be used. It is common to say, “There is no such thing as ~,” in English.

37

After “lack,” the infinitive form of the verb is necessary.

38

After “know,” the word “what” is often used. For example, “they did not know what the problem was” or “he did not know what he should do.”

39

In this case, “sort” means “type.” After “involved,” an object needs to be used.

40

Because of the phrase “at times,” a plural noun must be used.

41

In the next sentence, the word “bones” is used. This is a context clue that indicates that the correct answer is “fossils,” which are bones of animals that died long ago.

42

The sentence mentions “dragons and other large monsters,” so the bones must be “gigantic.”

PART 3

Reading Comprehension

p.32

Answers

1. (B) [Main Idea Question]
2. (A) [Vocabulary Question]
3. (C) [Vocabulary Question]
4. (D) [Inference Question]
5. (C) [Detail Question]
6. (B) [Detail Question]
7. (C) [Author’s Purpose Question]
8. (B) [Detail Question]
9. (B) [Vocabulary Question]
10. (A) [Pronoun Referent Question]
11. (C) [Inference Question]
12. (A) [Vocabulary Question]
13. (C) [Main Idea Question]
14. (A) [Detail Question]
15. (C) [Vocabulary Question]
16. (D) [Pronoun Referent Question]
17. (B) [Detail Question]
18. (C) [Main Idea Question]
19. (A) [Vocabulary Question]
20. (D) [Detail Question]
21. (C) [Vocabulary Question]
22. (C) [Detail Question]
23. (A) [Rhetorical Structure Question]
24. (A) [Pronoun Referent Question]
25. (D) [Inference Question]
26. (C) [Detail Question]
27. (C) [Main Idea Question]
28. (D) [Detail Question]
29. (D) [Vocabulary Question]
30. (A) [Vocabulary Question]
31. (D) [Detail Question]
32. (B) [Detail Question]
33. (A) [Vocabulary Question]
34. (D) [Pronoun Referent Question]
35. (C) [Detail Question]
36. (B) [Vocabulary Question]
37. (A) [Inference Question]
38. (D) [Detail Question]
39. (A) [Vocabulary Question]
40. (B) [Rhetorical Structure Question]
41. (C) [Vocabulary Question]
42. (B) [Detail Question]

Explanations

- 1 The letter describes some changes that have taken place concerning the school's athletic teams. In addition, in the first paragraph, the writer notes, "There are a couple of changes you ought to be conscious of." This indicates the subject of the rest of the letter.
- 2 When people "embark upon" something, they "start" it.
- 3 When Coach Jenkins "resigned" his position, he "quit" his job.
- 4 The letter reads, "Coach Jenkins resigned to take a job elsewhere." Since he is a coach and has taken "a job elsewhere," it can be inferred that Coach Jenkins will coach a sport at a different school.
- 5 The letter notes, "He has been replaced by Jeremy Sloan. Coach Sloan will be the head coach of the boys' football and basketball teams."
- 6 About the girls' softball team, the letter reads, "We regret that the girls' softball season has been cancelled."
- 7 At the beginning of the notice, the writer mentions, "I would like to list which clothes are acceptable and which are not" when referring to the school's dress code. The rest of the notice describes which clothes students may and may not wear.
- 8 It is written, "These shirts must have collars since all boys have to wear neckties as well."
- 9 An item that is "prohibited" is "forbidden."
- 10 The "them" that will be sent to the principal's office are "students."
- 11 The notice includes a paragraph about the punishments for students who violate the school's dress code. Since the punishments are listed, it can be inferred that Tina Wimberley expects some of her students to violate the school's dress code.
- 12 When students "comply with" the dress code, it means that they follow, or "adhere to," it.
- 13 Most of the story is about how Eric and Martin do their schoolwork and finish in time so that they can go to the football game.
- 14 The passage reads, "As members of the football team, they had to be on the bus no later than three twenty. Their team was playing an away game later in the evening and had to leave very soon in order to get to the site of the game on time."
- 15 When a person "berates" someone, that person "scolds" another individual.
- 16 The "it" that Coach Jackson is standing beside is "the bus."
- 17 The story notes that Eric and Martin get their football equipment, but there is no mention of them changing into their football uniforms.
- 18 The passage focuses on wood carvings such as masks and totem poles that some people make.
- 19 When something is "ingrained" in human nature, it is "embedded" in it.

20

The passage mentions, “Humans have additionally tended to create both religious and ceremonial objects from wood. In fact, all around the world, countless cultures have made use of ceremonial wood carvings.”

21

Animals that are “sacred to” tribes are “revered by them.”

22

About masks, the author writes, “People in many cultures in Asia, Africa, and North America have made ceremonial wooden masks.” Asia, Africa, and North America are all continents.

23

When describing totem poles, the passage notes, “While masks tend to be fairly small, other wood carvings can be enormous. Among the largest of all ceremonial wood carvings is the totem pole.”

24

The “they” that may honor significant historical events are “totem poles.”

25

The author writes, “While masks tend to be fairly small, other wood carvings can be enormous.” By noting that masks are small but totem poles are large, the author implies that the sizes of wood carvings may vary.

26

There is no mention in the passage about the types of trees that are used to make totem poles.

27

The passage describes four different theories on how the moon was created.

28

The passage mentions that the moon is “Earth’s closest celestial neighbor.”

29

When a time of creation is “estimated,” then the period when it happened is “presumed.”

30

When an object “crashed into” Earth, it “hit” the planet.

31

The passage notes, “The most widely accepted idea is the collision theory.”

32

The passage reads, “Another theory is that Earth and the moon formed at the exact same time billions of years ago. However, many astronomers discount this theory. They point out that Earth and the moon are comprised of different substances. They claim that if the two bodies were formed at the same time, then they should be composed of the same materials.”

33

When a person “proposes” a theory, that individual “suggests” that it may be true.

34

The “it” that first formed is “Earth.”

35

According to the passage, hunter-gatherers did not farm any grains.

36

People who are “picky” about the food that they eat are “choosy.” Thus “pickier” people are “chosier” people.

37

The passage notes, “While there are still places on the Earth where some people starve, it is no longer a major problem like it was in the past.” So it can be inferred that many people suffered from starvation in the past.

38

The passage notes, “Since most meat is high in protein, vegetarians must replace this lost nutrient by eating other types of food. For the most part, they can eat fish, soy products, and various kinds of beans to get the nourishment they require.”

39

When people “opt for” vegetarian diets, they “choose” to eat that kind of food.

40

When writing about vegetarian lifestyles, the author mentions that many vegetarians have different standards for the kinds of foods that they will and will not eat.

41

A person who thinks it is “inhumane” to kill animals for food believes that killing these animals is “cruel.”

42

Concerning why people become vegetarians, the author points out, “They claim that consuming meat can cause obesity, heart disease, and other health problems.” Thus, people are becoming vegetarians to avoid having various health issues.

Practice Test 2

PART 1

Listening Comprehension

p.48

Answers

1. (B) [Inference Question]
2. (C) [Main Idea Question]
3. (D) [Detail Question]
4. (A) [Inference Question]
5. (D) [Prosody Question]
6. (B) [Inference Question]
7. (B) [Main Idea Question]
8. (D) [Detail Question]
9. (C) [Rhetorical Device Question]
10. (E) [Main Idea Question]
11. (D) [Detail Question]
12. (A) [Inference Question]
13. (B) [Prediction Question]
14. (C) [Main Idea Question]
15. (D) [Prosody Question]
16. (D) [Prediction Question]
17. (B) [Detail Question]
18. (C) [Main Idea Question]
19. (C) [Detail Question]
20. (B) [Rhetorical Device Question]
21. (A) [Inference Question]
22. (C) [Prediction Question]
23. (B) [Prosody Question]
24. (D) [Detail Question]
25. (B) [Detail Question]
26. (A) [Speaker's Purpose Question]
27. (C) [Speaker's Purpose Question]
28. (A) [Detail Question]
29. (B) [Rhetorical Purpose Question]
30. (B) [Main Idea Question]
31. (C) [Detail Question]
32. (C) [Rhetorical Device Question]
33. (B) [Prediction Question]
34. (A) [Detail Question]
35. (B) [Speaker's Purpose Question]
36. (D) [Inference Question]
37. (C) [Detail Question]
38. (D) [Main Idea Question]
39. (A) [Detail Question]
40. (C) [Inference Question]
41. (A) [Detail Question]
42. (B) [Rhetorical Device Question]

Scripts & Explanations

1

B: I love looking at all of the paintings here. They are so well done.

G: I'm amazed. I've never been here before.

B: You should come back in the future. There are different paintings on display every month.

G: I had no idea. Let me know the next time you decide to return here.

B: Sure. I can do that.

The speakers are talking about some art they are looking at. So they are probably at an art gallery.

2

B1: Did you hear that we might have a pop test in history class today?

B2: Are you serious? How do you know that?

B1: Weren't you listening at the end of class yesterday? Mr. Warren told us that he highly recommended we read the material before class. That always means he's going to test us on it.

B2: Uh-oh. I didn't do the reading.

The students are talking about the high probability that they will have a pop test in Mr. Warren's class.

3

W: Kevin, you haven't been speaking up much in class lately. You were doing that a lot at the beginning of the semester. What's up?

B: I guess I'm having some trouble with the new material. Everything we studied at the start of the semester was easy, but the newest stuff is harder.

W: Feel free to ask questions in class if you don't understand something.

In response to the teacher's question, the student says, "I guess I'm having some trouble with the new material. Everything we studied at the start of the semester was easy, but the newest stuff is harder."

4

M: Jeff, I need to talk to you about the science club since you're the president.

B: Sure. What do you need to know, Mr. Kipley?

M: When are you planning on having a club meeting? You've got to reserve a room ahead of time to do that.

B: Oh . . . I didn't realize that. I guess I'd better find out what rooms are available next week then.

In response to the teacher's comment about reserving a room, the boy answers, "I guess I'd better find out what rooms are available next week then." In saying that, he implies that he wants to have a science club meeting next week.

5

G: You seemed to be concentrating a lot after you finished lunch. What were you working on?

B: Oh, I had an idea about a science project. I wanted to write down everything I thought of so that I didn't forget it.

G: That's smart thinking. It's no fun to come up with a great idea only to forget it a few moments later.

When the girl says, "That's smart thinking," she implies that she agrees with what the boy told her what he did, so she supports his action.

6

W: Andrea, do you remember that you're supposed to give your presentation tomorrow?

G: Yes, ma'am. I haven't forgotten about it.

W: Great. Do you need me to prepare anything before you give it?

G: Actually, yes. I'm going to show some slides, so I will need to use the projector. I hope that's all right with you.

The teacher asks the girl if she needs to prepare anything before the girl's presentation. The girl responds that she will "need to use the projector." So it is probably true that the teacher will prepare the projector for the girl.

7

M: When you're in the laboratory, you need to remember one important rule: Safety first. You will do nothing dangerous while you are in this lab. Everyone must wear safety goggles and a lab coat at all times. Whenever you are working with chemicals, you must wear gloves. You must also follow my directions exactly as I give them to you. All right. Let's get started.

The teacher focuses on the importance of safety in the laboratory and what the students can do to be safe in his announcement.

8

W: Writers often use various figures of speech. These can considerably improve the quality of their writing. A simile is one common figure of speech. A simile is a comparison between two things that uses either "like" or "as." For instance, "he's as brave as a lion" is a simile. So is "my love is like a rose." How about coming up with two similes right now?

The teacher asks the students, "How about coming up with two similes right now?" So she wants them to think of some similes.

9

W: Everyone please be careful when walking down the hall. The janitors waxed the floor last night, and it appears to be a little slippery. One of the receptionists fell down and hurt herself earlier. We'd hate to see the same thing happen to any of you. There is not to be any running in the halls. Walk slowly but surely until the floor isn't so slick.

The teacher tells the students about the slippery floor and notes that a receptionist slipped, fell down, and got hurt. Then, she says, "We'd hate to see the same thing happen to any of you."

[10-13]

M Principal: Good morning, Molly. Please have a seat in this chair . . . As the principal of this school, I'd like to be the first person to welcome you here.

G: Thank you, sir. I'm very glad to be a new student at Briarwood.

M: I'm happy to hear that. Now, before you attend your first class, do you have any questions for me?

G: Not right now, sir. I'm sure I'll have some questions later, but, um . . . I-I guess I don't really know what to ask at the moment.

M: All right. In that case, let me tell you a little bit about what we expect from you at this school.

G: Sure.

M: First of all, here at Briarwood, we take the honor code very seriously. So there is to be no cheating. That means no cheating on homework, tests, presentations, or other assignments. In addition, we frown upon lying here.

G: I understand.

M: Good. Students who cheat or lie are severely punished. Do it twice, and we will kick you out. But you seem like a nice young lady, so I'm sure we won't have any problems like that with you.

G: I hope not, sir. Is there anything else?

M: Yes, there's one more thing before you go to class. Please understand that you can talk to me anytime you have questions or problems. I know it's not easy being a transfer student in the middle of the semester. It might take you a while to adjust here. But I want to see you succeed, so please come to my office if there is anything bothering you.

G: Okay. If I have any problems, I'll be sure to talk to you about them.

10

During the conversation, the principal explains to the girl the manner in which she should behave. In addition, the principal states, "Let me tell you a little bit about what we expect from you at this school."

11

The principal declares, "Students who cheat or lie are severely punished. Do it twice, and we will kick you out." A student who is "kicked out of school" is expelled from school.

12

The principal tells the girl, "I know it's not easy being a transfer student in the middle of the semester." So it can be inferred that the girl is attending her second school of the semester.

13

At the beginning of the conversation, the principal asks, "Now, before you attend your first class, do you have any questions for me?" And before the conversation ends, the principal says, "Yes, there's one more thing before you go to class." When the conversation finishes, it is likely that the girl will go to her first class.

[14-17]

G: I'm really not looking forward to going on tomorrow's field trip. It's going to be so boring.

B: Why do you say that? I think it will be fun to go to city hall tomorrow.

G: You've got to be kidding me?

B: Not at all. I mean, um, first of all, we are going to get to meet the mayor. And he's even going to talk to us for half an hour or so.

G: Um . . . So what?

B: He's the mayor. He's the most important person in our city.

G: Oh, right. I just remembered that you're interested in politics. I, on the other hand, couldn't care less about anything connected with politics. But I guess that explains why you're so eager to go on the field trip.

B: Yeah, exactly. I know all about Mayor Robinson, so I can't wait to hear him speak. In fact, I heard that he's going to take questions from us. There are a couple of things I'm eager to ask him.

G: Well, I'm glad you're excited about this trip. As for me, I'd much rather go on a field trip somewhere else.

B: Like where?

G: We went to the hospital last year. I thought that was pretty cool. We got to see a bunch of doctors in action. Getting to watch some of that eye operation was so awesome.

B: Ah, I didn't like that field trip at all. In fact, I hate hospitals. I start to get sweaty and dizzy anytime I get near them. I think I'm allergic to doctors or something.

G: Oh, well. I guess everyone has different tastes.

14

The boy and the girl are talking about the field trip to city hall that they are going to go on the next day.

15

When the girl says, "You've got to be kidding me?" she probably feels surprised. First, she is surprised that the boy is excited about going to city hall since she dislikes politics. Second, listen to her tone of voice. She asks the question in a surprised voice.

16

The boy tells the girl, "In fact, I heard that he's going to take questions from us. There are a couple of things I'm eager to ask him." So he is probably going to ask the mayor a question tomorrow.

17

The boy says, "In fact, I hate hospitals."

[18-22]

B: Thanks for explaining that problem to me, Mrs. Peters. I think I understand the material a lot better now.

W Teacher: It's my pleasure, James. I'm glad I could help you out.

B: Anyway, I guess I should leave. I have P.E. class now.

W: Oh, James . . . Hold on a minute. There's something I've been meaning to ask you.

B: What's that?

W: In the past three weeks or so, you've started speaking up in class. You were so quiet last year and in the first month of the semester. But now you are contributing a lot during class.

B: Ah, right . . .

W: Well, I'm curious . . . What sparked this change?

B: Hmm . . . I guess I have more confidence now. I mean, uh, my grades have been improving in all of my classes this semester since I started studying every day. So, uh, I guess I know more answers than I used to.

W: Right.

B: In the past, I kept quiet because I . . . Um, to be honest, I never knew the answers to any of the

teachers' questions. And I didn't really understand the material either. Now that I'm trying harder, I find that I can answer the questions. So, uh, I suppose I just want to show that I know the answers.

W: Good for you, James. I must say that I – and several of your other instructors – am very impressed with how you've changed recently. Be sure to keep up the good work. And talk as much as you want in my class. I love it when students volunteer answers.

B: Thanks for the vote of confidence. I was actually, uh, a little worried that you thought I was speaking too much.

W: Not at all. I wish I could get most of the other students to speak half as much as you in class. It would make for livelier discussions.

18

During the conversation, the boy and the teacher mostly talk about how the boy has been speaking up and contributing to class in recent weeks.

19

The boy remarks, "Now that I'm trying harder, I find that I can answer the questions. So, uh, I suppose I just want to show that I know the answers."

20

The teacher comments, "I must say that I – and several of your other instructors – am very impressed with how you've changed recently." So the other instructors are pleased with how the boy has improved lately.

21

The teacher tells the boy, "I wish I could get most of the other students to speak half as much as you in class." So she implies that the students in her class rarely speak.

22

At the beginning of the conversation, the boy tells the teacher, "Anyway, I guess I should leave. I have P.E. class now." So he will probably go to his gym class next.

[23-26]

- G: I'm so relieved that we've only got one more class to go until the weekend.
- B: You're telling me. It's been a long week.
- G: That's true. So, uh, do you have any plans for the weekend?
- B: Actually, I do. I've got to go to my part-time job on both Saturday and Sunday.
- G: I didn't know you work part-time. When did you start doing that?
- B: I just landed the job two weeks ago. I work as a cashier at the supermarket down the street. You know, Danielson's. It's a decent job. I make about eight dollars an hour, and I only have to work on weekends. But I do a five-hour shift every Saturday and an eight-hour shift every Sunday.
- G: Wow. Those are long shifts. Still, it must be nice to make money.
- B: It is. My parents want me to start saving for college because they have no desire to pay for the entire cost of tuition.
- G: That's too bad for you, but I understand them as well. As a matter of fact, I think I'm going to have to find a part-time job myself.
- B: Find a job? But don't you already have one? You work at . . . um, one of those clothing stores in the mall, don't you?
- G: I did, but I quit before school began. I wanted to focus on my studies this semester.
- B: How has that been going for you?
- G: Quite well. I'm getting all A's at the moment. That's why I'm thinking of getting another job. There are only a few weeks left in the semester, so I don't think that working now will harm my grades too badly.
- B: You know . . . you might want to wait until the semester is over. You'd feel awful if you bombed a final exam because you couldn't study the night before it since you were working.
- G: Hmm . . . I see what you mean. You may be right. That would be depressing, wouldn't it? I guess I can wait a little while longer to start working again.

23

When a person responds to another's comment by saying, "You're telling me," the speaker is agreeing with something that the other person just said.

24

The boy says, "I work as a cashier at the supermarket down the street."

25

About her part-time job, the girl remarks, "I quit before school began."

26

The boy advises the girl, "You might want to wait until the semester is over. You'd feel awful if you bombed a final exam because you couldn't study the night before it since you were working." So he thinks the girl should wait to get a job to avoid getting any low grades at school.

[27-29]

W Teacher: One of the most important things the Founding Fathers did was to create the Electoral College. This meant that the president of the country would not be decided by the popular vote. Instead, each state was given a certain number of representatives in the Electoral College. The number of electors each state got was determined by how many representatives it had in Congress. The winner of the popular vote in a state would then receive all of that state's votes in the Electoral College. Jason?

B: That doesn't seem right to me. After all, the United States is a democracy. So the winner of the popular vote should become the president.

W: Actually, Jason, you're wrong about one thing. The U.S. is not a democracy. It's a republic. There's a difference. Can anyone tell me what the difference is? Mary, why don't you try?

G: In a real democracy, everyone would get to vote on, well, everything, I guess. In a republic, the people elect representatives. These representatives then vote on matters according to the will of the people who elected them. Uh, well, they're supposed to do that. They don't always though.

W: Well said, Mary.

B: But I still think that the president should be elected by the popular vote. So, uh, now I'm curious. Why did the Founding Fathers create the Electoral College? I think it's totally useless. I don't understand why they made it.

W: That's a good question, Jason. Basically, they were worried that the large states would dominate the small ones. You see, when there were only thirteen states, some were large while others were small. The Founding Fathers realized that the large states – large by population that is – could easily control the small ones if the presidential elections were determined by the popular vote. So they created the Electoral College. That would enable the small states to have more influence in presidential elections. Thus they wouldn't always be subjected to the will of the people in the larger states.

27

During the discussion, the teacher and students are discussing the Electoral College and its role in American politics.

28

The teacher tells the boy, "The U.S. is not a democracy. It's a republic."

29

In talking about the Electoral College, the boy declares, "Why did the Founding Fathers create the Electoral College? I think it's totally useless. I don't understand why they made it."

[30-33]

M Teacher: One of the greatest warriors and leaders who ever lived was Genghis Khan. He was born in Mongolia around 1162 and died in 1227. His birth name was Temujin. Growing up, he had a difficult childhood. His father was killed when he was ten. Temujin then became the leader of his family. He married when he was sixteen, and his wife bore him four sons. When he was young, many Mongol tribes were constantly fighting one another. Temujin rose in the ranks and eventually became the leader of his tribe. Then, he made alliances with other tribes. He went to war against the tribes that didn't ally with him. When he conquered them, he

allowed those tribes to join his. Thus Temujin's tribe grew in both size and stature.

By 1206, when he was in his early forties, Temujin was considered the ruler of all the Mongols. It was then that he took the title Genghis Khan. That title, by the way, means "universal ruler." With an army of more than 100,000 men, he decided to conquer more territory. He was extremely successful. The Mongols mostly fought from horseback. And Genghis Khan's soldiers had a reputation for being exceptional and ruthless warriors. In many cases, cities simply surrendered without putting up a fight. The reason was that, if they fought and lost, Genghis Khan would order the massacre of everyone in the city.

Genghis Khan first moved on China. He and his men conquered much of the land that's in northern China today. Then, they moved westward, where they quickly overran much of central Asia. They conquered the land that's modern-day Pakistan and Afghanistan. Next, they moved north to Russia and seized many of its southern lands. Finally, in 1225, Genghis Khan, who was by then an old man in his sixties, returned to Mongolia. In 1227, he went on another military campaign. It's said that he fell from his horse and died while campaigning. During his life, Genghis Khan conquered more land than anyone else in history.

That's a quick overview of his life. Now, let me go into more detail on some of his battles and conquests. I think you'll find this rather interesting.

30

The teacher gives the students a short biography of Genghis Khan.

31

The teacher tells the class, "He went to war against the tribes that didn't ally with him. When he conquered them, he allowed those tribes to join his. Thus Temujin's tribe grew in both size and stature."

32

About China, the teacher comments, "Genghis Khan first moved on China. He and his men conquered much of the land that's in northern China today."

33

At the end of the lecture, the teacher says, "Now, let me go into more detail on some of his battles and conquests." So the teacher is going to talk more about Genghis Khan.

decades for his vaccine to be accepted. Finally, in the 1840s, the British government started a widespread smallpox vaccination program based on Jenner's work. By the mid-1900s, smallpox had virtually disappeared from the world.

[34-37]

W Teacher: Unfortunately, viruses kill millions of people worldwide each and every year. Prior to the advent of modern medicine, the situation in the past was much worse though. Nowadays, many viruses that were once killers are under control. A century ago, smallpox and polio, two types of viruses, killed or maimed huge numbers of people. But, for the most part, they have both been eradicated. This happened thanks to vaccines.

A vaccine is a type of medicine that basically triggers an immune response in a person. There are a couple of different types of vaccines. One involves the injecting of a weakened form of the virus into a person's body. Since it is weak, the body can develop antibodies to fight off and kill the virus. This enables the person to become immune to that particular virus. Thus, in the future, if that virus should attempt to enter the person's body, his immune system will kill it. The person will therefore never suffer from the effects of that virus.

B: Mrs. Porter, when do people get vaccines?

W: It depends. A lot of vaccines are given when a baby is first born or in the early years of childhood. Other vaccines are given later in life. And there are some vaccines that, depending on where the person lives, are not necessary at all. Furthermore, when a person gets vaccinated depends on the vaccine itself. Sometimes, uh, a single vaccination can protect a person for the rest of his life. Other times, it only provides protection for a limited number of years. So, um, a person may need to get vaccinated for certain viruses about once a decade. Oh, and just so you know, um, some of the vaccines that most people get are for smallpox, chickenpox, measles, mumps, influenza, diphtheria, and polio.

The first vaccinations were made for smallpox in the late 1700s. Edward Jenner, a British doctor and scientist, developed a smallpox vaccine from cowpox, a similar virus that affected cattle. Despite the importance of his work, it took

34

The teacher declares, "A century ago, smallpox and polio, two types of viruses, killed or maimed huge numbers of people."

35

The student asks the teacher, "When do people get vaccines?" Then, in response to the student's question, the teacher talks about that subject.

36

The teacher states, "And there are some vaccines that, depending on where the person lives, are not necessary at all." So it can be inferred that not all people get the same vaccines.

37

The teacher tells the class, "Edward Jenner, a British doctor and scientist, developed a smallpox vaccine from cowpox, a similar virus that affected cattle."

[38-42]

W Teacher: I think that's enough about bays. So, um, let's move on to another body of water. This is one of the more interesting ones we're going to study. I'm referring to estuaries. Now, an estuary . . . Um, that's E-S-T-U-A-R-Y . . . an estuary is a body of water that forms where a river enters an ocean. It's typically wide and has aspects of both the river and the ocean. You might think that an estuary is simply the mouth of a river, but it's actually a separate body of water. For instance, an estuary has a combination of fresh river water and salty ocean water. An estuary can be affected by ocean tides, too. In addition, sediment carried downriver often settles in an estuary. One result of this is that estuaries often have land formations. Thus they are frequently considered wetlands rather than merely bodies of water.

There are many types of estuaries. Let me show you some pictures up here on the screen.

This estuary has a wedge shape . . . It's narrow where the river enters it and very wide . . . see . . . very wide where the estuary meets the ocean. Other estuaries are almost like lakes . . . They have barriers where they meet the ocean. This barrier looks like a long finger of land . . . The land may be sandy . . . and even have beaches. Small channels in the barrier allow the water in the estuary to enter the ocean. Other estuaries were formed by glaciers in rocky coastal regions . . . They're narrow, they have steep sides, and they are very deep.

Historically, estuaries have been places where many humans have settled. The reason is that the rivers leading to them could provide people with fresh water. Simultaneously, being close to the ocean provided fish and other animals for people to eat as well as direct access to trade routes. Some of the biggest cities in the world happen to be located on estuaries. New York City, for example, is located on the estuary of the Hudson River.

38

The teacher mostly talks about estuaries and their characteristics.

39

The teacher points out, "In addition, sediment carried downriver often settles in an estuary. One result of this is that estuaries often have land formations."

40

The teacher says, "There are many types of estuaries." Then, she shows some pictures of estuaries that have different features and characteristics. So it can be inferred that estuaries often look different from one another.

41

The teacher states, "Other estuaries were formed by glaciers in rocky coastal regions . . . They're narrow, they have steep sides, and they are very deep."

42

About New York City, the teacher notes, "New York City, for example, is located on the estuary of the Hudson River."

PART 2

Language Form and Meaning p.54

Answers

1. (B) [Verb Form Question]
2. (A) [Modifier Question]
3. (A) [Vocabulary Question]
4. (D) [Relative Clause Question]
5. (C) [Vocabulary Question]
6. (B) [Sentence Structure Question]
7. (D) [Comparison Question]
8. (B) [Verb Form Question]
9. (D) [Vocabulary Question]
10. (B) [Comparison Question]
11. (C) [Sentence Structure Question]
12. (B) [Vocabulary Question]
13. (A) [Word Form Question]
14. (A) [Sentence Structure Question]
15. (B) [Verb Form Question]
16. (B) [Sentence Structure Question]
17. (A) [Vocabulary Question]
18. (C) [Vocabulary Question]
19. (B) [Comparison Question]
20. (D) [Relative Clause Question]
21. (D) [Comparison Question]
22. (B) [Sentence Structure Question]
23. (D) [Vocabulary Question]
24. (A) [Word Form Question]
25. (D) [Sentence Structure Question]
26. (C) [Vocabulary Question]
27. (C) [Relative Clause Question]
28. (B) [Vocabulary Question]
29. (C) [Modifier Question]
30. (D) [Sentence Structure Question]
31. (C) [Vocabulary Question]
32. (D) [Sentence Structure Question]
33. (B) [Vocabulary Question]
34. (B) [Vocabulary Question]
35. (D) [Vocabulary Question]
36. (C) [Sentence Structure Question]
37. (B) [Comparison Question]
38. (C) [Vocabulary Question]
39. (D) [Verb Form Question]
40. (B) [Vocabulary Question]
41. (C) [Vocabulary Question]
42. (A) [Modifier Question]

Explanations

1

In this sentence, the future passive form of the verb is needed.

2

After “desire,” the infinitive form of the verb must be used.

3

The next sentence reads, “All decisions are final.” So there may be no changes. Another word for “change” is “alter.”

4

The attached papers are for the students to use to see how to do their projects. Thus, the phrase “should look like” is needed to express something that will happen in the future.

5

When a person goes to college, that person “attends” college.

6

The diary writer is noting that his parents want him to go to a certain school. So “My parents” must be the subject of the sentence.

7

The diary writer is making a comparison between a school he does not want to attend and two out-of-state schools he is interested in attending. Since the writer is making a comparison between two places, the comparative form of the adjective must be used.

8

When a person wins a scholarship, the person “is awarded” a scholarship. Thus, the passive form of the verb is needed. Since the subject is “I,” then “am awarded” is the correct form of the verb.

9

The camp likes students who are good with young children and who do well at school, so the camp “values” these students.

10

The superlative form of the adjective is needed here.

11

The present simple tense form of the verb must be used.

12

A common phrase in English is “broaden one’s horizons.” It means that a person has new experiences. By working at the camp, students can therefore broaden their horizons.

13

In the letter, Tim is asking for Paul’s opinion. Thus, he is writing Paul for “advice.”

14

The writer is describing an ongoing problem, so the present continuous tense (be + verb-ing) must be used here.

15

A person may put a lot of pressure on someone to do something. Thus, after “put a lot of pressure on + person,” the infinitive form of the verb must be used.

16

The writer is describing being on the basketball team the previous year. So the subject of the sentence should be “it.”

17

When parents give their children money, it is an “allowance.” A common phrase in English is “to cut off one’s allowance,” which means “to stop giving someone his or her allowance.”

18

During the letter, Tim has described his “situation” to Paul. Then, he asks what Paul would do in his “situation.”

19

The writer is making a comparison between advice from Paul and advice from his other friends, so the comparative form of the adverb is needed.

20

In this case, the present simple tense form of the verb must be used.

21

When the term “one of the ~” is used, the superlative form of the adjective is necessary.

22

The phrase concerns the events in Edison’s life that had happened up to the time of his death, so “By the time he died” should be used here.

23

The sentence concerns what people in Edison’s youth would have guessed about what he would become in the future, so “predicted” should be used.

24

The adjective form of the word is needed here since “direct” comes before a noun.

25

The expression “something of a + noun” is often used in English. It means that a person has some of the characteristics of the noun used in the expression.

26

An unintelligent person may not often do, or “accomplish,” much of anything.

27

The phrase describes how Edison’s mother was able to homeschool him, so “who was a teacher herself” should be used.

28

As Edison studied by himself, he became interested in learning. Thus, he “developed” an interest in becoming an inventor.

29

The phrase needs to have a noun as the object. In addition, by reading the rest of the passage, one can determine that it is a “project” that is being discussed in the article.

30

When some money is donated to a cause, a common phrase is “Thanks to a donation of ~.”

31

When work is done to repair and remodel buildings, the correct term is “renovate.”

32

There is going to be money remaining. This is known as “leftover funds.” When how the leftover funds will be used is described, the preposition “with” must be used.

33

Another name for a school building is a “facility.”

34

Mr. Sanders is making a comment about how the school will look when the last facility is finished, or “complete.”

35

The entire passage describes different types, or “styles,” of murals.

36

The correct phrase must be a time expression. C is the most in this sentence.

37

When a comparison is made that includes the word “among,” the superlative form of the adjective must be used.

38

When an artist put wet plaster onto a surface, the artist “applied” it.

39

In this sentence, the passive form of the verb needs to be used.

40

The writer notes that frescoes were difficult to make, so many artists “avoided” making them but created other types of murals instead.

41

When artists used techniques other than those used to make frescoes, they “resorted” to using these methods.

42

After "way," the preposition "of" must be used.

40. (C) Vocabulary Question
 41. (D) Vocabulary Question
 42. (B) Detail Question

PART 3

Reading Comprehension

p.66

Answers

1. (C) Author's Purpose Question
2. (A) Detail Question
3. (D) Detail Question
4. (A) Detail Question
5. (C) Vocabulary Question
6. (A) Inference Question
7. (A) Author's Purpose Question
8. (B) Detail Question
9. (D) Inference Question
10. (D) Vocabulary Question
11. (C) Inference Question
12. (B) Detail Question
13. (C) Vocabulary Question
14. (A) Inference Question
15. (B) Vocabulary Question
16. (C) Rhetorical Structure Question
17. (C) Detail Question
18. (D) Detail Question
19. (D) Main Idea Question
20. (D) Detail Question
21. (C) Detail Question
22. (D) Vocabulary Question
23. (B) Inference Question
24. (A) Detail Question
25. (C) Vocabulary Question
26. (C) Pronoun Referent Question
27. (B) Main Idea Question
28. (D) Vocabulary Question
29. (A) Vocabulary Question
30. (D) Pronoun Referent Question
31. (C) Detail Question
32. (C) Detail Question
33. (C) Pronoun Referent Question
34. (A) Inference Question
35. (C) Main Idea Question
36. (D) Pronoun Referent Question
37. (D) Vocabulary Question
38. (B) Rhetorical Structure Question
39. (B) Detail Question

Explanations

1

The first sentence of the announcement reads, "All students who are enrolled in history and social studies classes this year should be aware of the following changes." The rest of the announcement covers these changes.

2

The announcement notes, "We are making them because of the sudden departure of Mr. Sellers, who taught American history." In departing, Mr. Sellers quit his job.

3

Ms. Henderson, not Mr. Nelson, is the teacher of the California state history class.

4

It is written, "Please be aware that the class times have not undergone any changes at all."

5

When something is "out of one's control," it means that the person cannot affect it in any way. Thus, the phrase means that the school was unable to affect what happened.

6

The last sentence notes, "The school will also hire a new history teacher by next semester so that our current teachers will not be so overworked." Since the school promises to hire a new teacher and since the current teachers are overworked with their new classes, it can be inferred that the school has not replaced the teacher who departed.

7

The letter warns students about how difficult their AP classes are going to be and gives them some advice on what to expect.

8

About AP classes, the letter notes, “I hope you understand that the workload in an AP class is much greater than the workload in a standard class. After all, you are hoping to receive college credit for the AP class or classes that you signed up for, so doing extra work should be expected.”

9

It is written, “In fact, you will have up to twice the normal amount of work in each AP class that you are taking. Please take this into consideration when signing up for extracurricular activities or working part-time.” So it can be inferred that students in AP classes might not have enough time to do some extracurricular activities.

10

When the amount of work is “excessive,” it is “extreme” or simply too much for a person to do.

11

About Mr. Reginald, the letter reads, “If you find the work to be excessive, you may speak with either Mr. Reginald or me anytime. Just visit his or my office, and we will help you to the best of our ability.” In addition, the letter writer is a guidance counselor. So it can be inferred that Mr. Reginald, since he does similar work as the letter writer, is also a guidance counselor.

12

Margaret Lewis, the letter writer, tells the students, “If you find the work to be excessive, you may speak with either Mr. Reginald or me anytime.”

13

A person who is “qualified” to take a class is “eligible” to register for it.

14

The advertisement notes, “Remember that teenagers are involved in more accidents than people in any other age group in the country.” So it can be inferred that teenagers are poor drivers since they get in so many accidents.

15

When the chances of getting in an accident are “significantly” reduced, they go down “considerably.”

16

About driver’s insurance, it is mentioned, “Last, but surely not least, when you finish the course, you will qualify for discounts of up to 25% on your driver’s insurance.”

17

There is nothing mentioned in the advertisement that a person who takes driver’s education classes will avoid getting in any accidents.

18

The last sentence reads, “All of our contact information is available at the bottom of this ad.”

19

The passage focuses on the summer monsoon in Arizona and its effects.

20

It is written, “During the summer months, the wind in Arizona suddenly changes direction. It stops blowing from the west or northwest and instead begins to blow from a southern or southeastern direction.”

21

The passage reads, “The result is that the wind brings moist air from the Gulf of California and the Gulf of Mexico to Arizona.”

22

“Recurring” cycles are ones that are “habitual.” Pay attention to the context clue in the sentence afterward. The sentence notes that there are no storms for a while, and then there are suddenly storms for several days in a row.

23

About the Arizona monsoon, it is written, “The monsoon season starts in Arizona in June. Thunderstorms are common occurrences from then until sometime between July and September.” Since the thunderstorms are common until “sometime between July and September,” it can be inferred that the monsoon season ends at different times each year.

24

The author writes, "Local residents refer to the rainy periods as bursts and the periods without rain as breaks."

25

When the winds only reverse "to some degree," it means that they do not totally reverse. Instead, they only "partially change direction."

26

The "their" that have minds are "meteorologists." Note that of all four answer choices, the only one capable of thought and of having a mind is "meteorologists."

27

Most of the passage focuses on the process that happens underground that forms a geyser and then enables it to erupt.

28

When a geyser "spews" water, it "sprays" water high into the air.

29

When the heat from the magma "radiates" into the rock, it "spreads out" and warms up the area around it.

30

The "These" that combine to form something like the plumbing system in a house are the "cracks, tunnels, and chambers" that are located underground.

31

There is no mention of lava anywhere in the passage.

32

It is written, "In order for a geyser to erupt, the following steps take place. First, water starts gathering in an underground chamber."

33

The "it" that cools as it moves away from the heat source is "the water."

34

The passage notes, "Some geysers, such as Old Faithful, erupt on a regular basis. Others erupt more seldom whenever the conditions are right." Since the eruptions of Old Faithful are regular, it can be inferred that the geyser has a constant source of water that fills its underground chambers regularly.

35

The passage focuses on the Battle of Rorke's Drift, so that is the best title for it.

36

The "These" that were two tribes of people that lived in South Africa at the time were "the Natal and Zulu."

37

When the leadership of a people is "competent," it means that the leaders are "skilled."

38

It is written, "The onset of the war saw the British suffering a great loss at the Battle of Isandlwana."

39

When describing the defenders at Rorke's Drift, the author notes, "The men were led by Lieutenant John Chard, a British engineer."

40

"Stout" defenses are very "strong." Pay attention to the context clues that come in the sentences afterward. The passage reads, "When the battle started, the Zulu warriors were unable to breach these defenses and penetrate the station. Had they done that, the battle would have become a massacre. Yet they were kept outside the walls of the station during the entire battle."

41

When the Zulus were unable to "breach" the defenses, they could not "break" into the station.

42

There is no mention of the Zulus considering themselves to be the winners of the Battle of Rorke's Drift. In fact, since "the Zulus abandoned the field of battle and retreated during the night," it can be inferred that the Zulus considered themselves to have lost the battle.

Practice Test 3

PART 1

Listening Comprehension

p.82

Answers

1. (C) [Prediction Question]
2. (D) [Rhetorical Device Question]
3. (D) [Inference Question]
4. (C) [Detail Question]
5. (B) [Main Idea Question]
6. (D) [Main Idea Question]
7. (A) [Speaker's Purpose Question]
8. (D) [Detail Question]
9. (B) [Speaker's Purpose Question]
10. (B) [Rhetorical Device Question]
11. (C) [Detail Question]
12. (A) [Inference Question]
13. (B) [Prediction Question]
14. (D) [Main Idea Question]
15. (B) [Inference Question]
16. (C) [Detail Question]
17. (B) [Rhetorical Device Question]
18. (A) [Main Idea Question]
19. (C) [Prosody Question]
20. (A) [Detail Question]
21. (B) [Detail Question]
22. (A) [Inference Question]
23. (B) [Main Idea Question]
24. (B) [Detail Question]
25. (A) [Inference Question]
26. (C) [Detail Question]
27. (C) [Main Idea Question]
28. (A) [Rhetorical Device Question]
29. (C) [Detail Question]
30. (B) [Detail Question]
31. (D) [Detail Question]
32. (A) [Rhetorical Purpose Question]
33. (B) [Detail Question]
34. (A) [Inference Question]
35. (B) [Main Idea Question]
36. (D) [Inference Question]
37. (C) [Detail Question]
38. (A) [Prediction Question]
39. (A) [Main Idea Question]
40. (B) [Detail Question]
41. (B) [Detail Question]
42. (D) [Rhetorical Purpose Question]

Scripts & Explanations

1

B1: Rick, did you see that Coach Young posted a list of all the players who made the basketball team?

B2: No way, Allen. Did we make it?

B1: We sure did. We're both on the varsity team, and practice starts at 3:30 today. Isn't that awesome? Clark didn't make it though. He's going to be on the junior varsity team.

B2: That's too bad for him.

Since the two students made the basketball team and "practice starts at 3:30 today," they will probably go to basketball practice in the afternoon.

2

W: Molly, you were late for class again this morning. That's the third time this week you've arrived at school after the bell.

G: Sorry, Ms. Mason. I come to school with my younger sister, and she has trouble getting up in the morning.

W: Well, I'd worry more about myself than her if I were you.

The girl tells the teacher that her younger sister "has trouble getting up in the morning," so the girl mentions her sister in order to blame her sister for making her late in the morning.

3

B: Ms. Daniels, is it too late for me to do an extra-credit project for class?

W: No, I believe there's still enough time for you to do something. What are you thinking of doing?

B: I was hoping to write a report on one of Shakespeare's plays.

W: That sounds fine. Make sure I have it no later than next Monday at three o'clock.

The boy is asking the teacher about an extra-credit project he wants to do. Since he does not have to do the project but wants to, it can be inferred that the boy wants to improve his grade in the class.

4

- G: Jason, you're left-handed, aren't you?
B: That's right. Why do you ask?
G: You've got a cast on your left hand, so I'm wondering how you're going to take notes.
B: I don't think I'll be able to.
G: In that case, why don't I give you copies of the notes I take in each class? That will keep you from falling too far behind.

The girl's offer is, "Why don't I give you copies of the notes I take in each class?" So she is going to take notes for the boy.

5

- B: Do I really have to stay after school today, Mr. Robinson?
M: I'm afraid so, John. You were disrupting my class by speaking to other students and passing notes. So you are on detention both today and tomorrow.
B: Tomorrow? But I have plans tomorrow as soon as school ends.
M: You're going to have to change them. And I suggest that you change your behavior as well.

The speakers mostly talk about the boy's punishment for disrupting the teacher's class.

6

- G: I hope the school decides to let us buy our textbooks on e-readers next year.
B: So do I. Carrying around all these books is no fun at all. I nearly hurt my back the other day because my backpack was so heavy.
G: We'll be able to save money as well since e-books are a lot cheaper than paper books.

The speakers are mainly discussing the kinds of books – e-books – that they would like to have as textbooks.

7

- M: Next Monday will be the first day of your class presentations. Since they should be eight to ten minutes long, we'll have enough time for five

presentations each day. We have twenty-two students, which means that the presentations will last all week. I've made a list of the order in which you'll give your presentations. Let me read it for you now.

During his announcement, the teacher is talking about the class presentations and giving the students information about them.

8

- W: If you're ever late for school in the morning, you need to do the following. Do not go to your classroom. Instead, come to my office. You need to sign in at my desk. You also need to let me know why you are late. If you can bring a note from your parents, that would be great.

According to the secretary, students who are late should "not go to your classroom. Instead, come to my office."

9

- W: May I have your attention, please? This Thursday and Friday, the school cafeteria is going to be closed. So you will have lunch in your classrooms. You need to be sure to bring a lunch from home on those two days. Don't forget to bring a drink as well since all of the school's vending machines are in the cafeteria.

During the announcement, the teacher is telling the students which days the cafeteria will be closed and that they will have to bring their own food from home on those days.

[10-13]

- B: I'm really glad that I decided to join the school band this year.
G: So am I. This is my third year in the band, and I must say it's the best one of all. I think the fact that we have a new band director is great. Mr. Conaway is much better than Mr. Jessie ever was.
B: I can't comment on that since I never got a chance to meet Mr. Jessie. But it sounds like every band member who knew both of them agrees with you.

G: Trust me. Mr. Conaway is a huge improvement. He's a talented conductor. And he's also an excellent teacher. I feel that I've improved a lot as a flutist this past year.

B: Yeah. I think Mr. Conaway is definitely a good teacher. He has taught me a few things about the trumpet that I never knew. And I've been playing it for, hmm . . . for at least six years now.

G: That long, huh? Anyway . . . are you ready for the spring concert we're putting on next week?

B: I think so. I've learned most of the songs we're going to play. There are still a couple of pieces that are giving me problems though.

G: I'm pretty much the same as you. But I'm getting more comfortable with the difficult pieces. I don't anticipate having any problems by the time we hold the concert.

B: I hope we don't have any. Everyone in my family is planning to be there, so I'd hate to put on a poor performance in front of them.

G: That would be bad, wouldn't it?

B: Well, we'd better get to band practice now. Hopefully, we can work out our problems today.

G: You said it. Let's get going.

10

The girl says, "Mr. Conaway is much better than Mr. Jessie ever was." So she mentions Mr. Jessie to make a comparison between him and Mr. Conaway.

11

The girl tells the boy, "I feel that I've improved a lot as a flutist this past year." A flutist is a person who plays the flute.

12

When talking about the spring concert, the boy mentions, "Everyone in my family is planning to be there, so I'd hate to put on a poor performance in front of them." It is therefore probably true that the boy invited his family to the spring concert since they are planning to attend it.

13

At the end of the conversation, the boy declares, "Well, we'd better get to band practice now."

[14-17]

M Coach: Matt, are you going to be trying out for the basketball team this year?

B: I'm not sure yet, Coach. My parents don't particularly want me to play ball this year though.

M: What? You were one of the first players off the bench last year. You did a good job last year, and I'm counting on you to be a starter this season.

B: Thanks for saying that, Coach.

M: So you're going to try out then, right? We need as many quality players as possible if we want to have a winning season.

B: I'll tell my parents what you said. And then I'll try to convince them that they should let me play on the team.

M: That's good to hear.

B: Thanks.

M: If you don't mind my asking . . . Why don't your parents want you to play? If I remember correctly, they both attended every game last year. A lot of parents don't support their children like that. Many don't even bother attending a single game.

B: Oh, they support me in everything I do. They're good like that.

M: Then what's the problem? I don't get it.

B: My grades in the first quarter weren't as good as they had expected them to be. I got a couple of low grades in, um, in math and science. So my parents want me to dedicate myself more to my studies. That's why they're not too keen on letting me join the team.

M: I see. Well, Matt, you study harder and get those grades up. Then, I'm sure your parents will see fit to let you play on my team.

B: Yes, sir. I'll do my best.

14

During the conversation, the boy and the coach mostly focus on the boy's chances of being a member of the basketball team this season.

15

The coach tells the boy, "I'm counting on you to be a starter this season." A starter on a basketball team is usually one of the best five players on the team.

16

The boy tells the coach, "My parents don't particularly want me to play ball this year though."

17

The boy mentions, "I got a couple of low grades in, um, in math and science."

[18-22]

G: Mr. Gibson, are you busy right now?

M Teacher: I'm just grading these history tests, Mindy.

G: Oh . . . So then should I come back to speak with you sometime later?

M: Oh, no. Sorry. I didn't mean that. I was just . . . Sorry. I get spaced out sometimes when I'm grading papers. Please come into my office and grab a seat.

G: Thanks, Mr. Gibson.

M: What do you want to talk about, Mindy?

G: It's the research paper we have to do.

M: What about it?

G: Um . . . I've never written a long paper before. You told us that it has to be twenty pages long. And, um, we need to have a bibliography so that we can cite all of our sources. To be honest, I've never done any of this before. So I don't have a clue as to what I should be doing.

M: Ah, I see . . . Okay. For a research paper, you need to get your information from several different sources. I hope you use at least five sources, but I would prefer that you use more. These sources can be books, magazine articles, information from websites, and so on.

G: Okay. But what about the bibliography? And footnotes?

M: Every time you use information from another source in your paper, you need to make a footnote. This provides information about the work from which you got your information. At the end of the paper, you should write a bibliography. Simply put, it's a list of the sources that you used to write your paper. If you look at that big handout I gave you yesterday, you'll see how to make both footnotes and a bibliography. So . . . does that help?

G: A lot. Thanks for clearing that up. If I have any more questions while I'm writing my paper, can I come back here and ask you?

M: Of course you can. That's what I'm here for: to help you learn.

18

The teacher is explaining to the girl what she needs to do in order to write a proper research paper.

19

When someone is "spaced out," that person is often not fully conscious of what is happening around him or her. So the teacher is implying that he was not completely paying attention to the girl when she spoke to him.

20

The teacher declares, "I hope you use at least five sources, but I would prefer that you use more."

21

The teacher tells the girl, "If you look at that big handout I gave you yesterday, you'll see how to make both footnotes and a bibliography."

22

During the conversation, the teacher patiently provides a lot of help to the girl. Then, at the end of the conversation, the girl asks the teacher whether she can return to his office if she has more questions. The teacher responds, "Of course you can. That's what I'm here for: to help you learn." So it is probably true that the teacher is eager to help the girl with her assignment.

[23-26]

G: George, have you figured out your schedule for next semester yet?

B: There's not too much to think about; is there?

G: What do you mean by that?

B: I mean that we don't even have a choice for several of our classes. Let's see . . . We're required to take English. We have to take history, too. And we have to enroll in P.E. as well.

G: Oh, yeah. I see your point. But what about math?

B: What about it? I'm taking geometry next year. That's what you're going to be taking as well, isn't it?

G: That's right. And I'm taking Spanish 3 next semester.

B: Not me. So I guess our schedules will be different there. I'm taking French 3 instead. I wish I had taken Spanish, but it's too late for me to change now.

G: Are you going to take biology or physics?

B: Definitely physics. I don't enjoy biology. Plus, I love math, and physics has a good deal of math in it.

G: That's the same reason I'm going to take physics as well.

B: So there really isn't that much for us to decide on, is there?

G: Wait. We have to take one more class. We can choose from art, music, computer science, and economics. I can't make up my mind between music and economics. I'm leaning toward economics, but I really enjoy taking classes with Ms. Jenkins, the music teacher.

B: She is a lot of fun, isn't she? But, as for me, I'm going to sign up for the computer science class. That's what I'm hoping to major in when I go to college.

23

During the entire conversation, the boy and the girl are discussing the classes that they are going to take during the next semester.

24

The boy tells the girl, "I wish I had taken Spanish, but it's too late for me to change now." In saying that, he is making an expression of regret.

25

The boy notes, "Plus, I love math, and physics has a good deal of math in it." Since the boy loves math, it is probably his favorite subject.

26

The boy states, "But, as for me, I'm going to sign up for the computer science class. That's what I'm hoping to major in when I go to college."

[27-30]

W Teacher: Let's turn our attention to the human ear. The ear has two primary functions: hearing and balance. There are two ears. One is on each side of the head. The ear has three main parts. Take a look at the picture on page fifty-eight in your textbooks. See it? . . . The three main parts are the outer ear . . . the middle ear . . . and the inner ear . . . The ear is also, as you can see, made up of skin, membranes, bones, nerves, and blood vessels.

The part of the ear that is visible is called the pinna. Notice that it has two N's in the spelling. The pinna is a part of the outer ear. It helps collect sound waves as they move through the ear. This tube here . . . is called the external auditory canal. It leads from the pinna to the tympanic membrane. Most people know it as the eardrum. Anyway, uh, sound waves hit the tympanic membrane. This causes vibrations that are transferred to the middle ear.

Take a look at the middle ear. There are three small bones here . . . here . . . and here. These bones help transfer the sound waves from the outer ear to the inner ear. That's pretty much the role of the middle ear. Simple, huh?

As for the inner ear . . . There are three main parts: the cochlea . . . the vestibule . . . and three semicircular canals . . . The cochlea collects the sound waves that come from the middle ear. It's spiral-shaped as you can see from the picture. Inside the cochlea are fluids that transfer sound waves to a nerve. This nerve is connected to the brain. The brain then interprets the sounds. The other two parts – the vestibule and the three semicircular canals – are used for balance. They're filled with fluids and help us maintain a sense of balance whenever we move.

27

During her lecture, the teacher talks about the three main parts of the ear and the role that each part has.

28

The teacher tells the students, "Take a look at the picture on page fifty-eight in your textbooks."

29

The teacher says, "The pinna is a part of the outer ear. It helps collect sound waves as they move through the ear."

30

The teacher states, "The other two parts – the vestibule and the three semicircular canals – are used for balance. They're filled with fluids and help us maintain a sense of balance whenever we move."

[31-34]

W Teacher: Marsupials are among the oddest of all the families of animals. They're mammals such as opossums, kangaroos, wombats, koalas, and wallabies. As you might have guessed from the list I just gave you, the vast majority of marsupials live in Australia. Many others are found in South America. As for here in North America . . . Well, the only marsupial native to this continent is the opossum.

B: How are marsupials different from other mammals? Uh, I mean, what makes them special?

W: The primary difference concerns how they give birth. Almost every female mammal has a placenta in her womb. The baby – or babies – develops and grows in the womb and gets nourishment from the placenta. A marsupial, however, doesn't have a placenta.

Instead, a marsupial's womb is more like, um, an egg. A baby marsupial only lives in its mother's womb for a short time. In the womb is a substance that's sort of like an egg yolk. Well, once the baby is born, it crawls into its mother's pouch. Ah, yeah . . . That's another characteristic of marsupials. Every female marsupial has a pouch in the front of her body. This pocket-like area is where her nipples are. So, uh, the baby crawls into the pouch, latches on to a nipple, and starts feeding on its mother's milk. Depending on the species, the baby will stay in the pouch for weeks or months until it's mature enough to survive on its own.

Nowadays, as I mentioned, marsupials primarily live in Australia and South America. DNA

testing has shown that they actually originated in South America. However, marsupial fossils have been found on every continent. Thus they were once much more widespread. So here's a question: What happened that caused them to die out on the other continents? And here's another question: Why do they thrive in Australia? As for the answers to those two questions, no one is really sure. But many experts believe it has to do with how marsupials give birth. Marsupial females are only pregnant for a short time. And pregnant females are vulnerable in many ways. So, in the harsh, hot climate of Australia, it's possible that marsupial females were able to survive more easily than other female mammals.

31

The teacher says, "As you might have guessed from the list I just gave you, the vast majority of marsupials live in Australia."

32

About the opossum, the teacher notes, "As for here in North America . . . Well, the only marsupial native to this continent is the opossum."

33

The teacher tells the students, "Almost every female mammal has a placenta in her womb. The baby – or babies – develops and grows in the womb and gets nourishment from the placenta. A marsupial, however, doesn't have a placenta."

34

The teacher points out, "Nowadays, as I mentioned, marsupials primarily live in Australia and South America. DNA testing has shown that they actually originated in South America. However, marsupial fossils have been found on every continent. Thus they were once much more widespread."

[35-38]

M Teacher: In my opinion, the most beautiful part of the country is the Southwest. I'm referring specifically to the land in the states of Arizona, New Mexico, Utah, and Colorado. If you ever get a chance to go there, you should. One reason

that the region is so amazing is that there are a large number of different land features there. You all know about the Grand Canyon in Arizona. Canyons are quite impressive. But, before we discuss them, I want to cover three other land features. They are buttes, mesas, and plateaus. Cathy, your hand is up. Do you have a question?

G: Yes, Mr. Wilkinson, I do. I thought that buttes, mesas, and plateaus are pretty much the same. I mean, um, they are, aren't they? All three of them are just raised areas of land.

M: Well . . . You're correct to some extent, Cathy. All three of them are similar. But they also have some distinct differences. Why don't I tell you about them right now?

Basically, class, Cathy is right about one thing. Buttes, mesas, and plateaus are all land formations that are higher in elevation than their surrounding areas. They also have steep sides. Oh, and they all have relatively flat tops. Nevertheless, despite these similarities, they have differences as well.

Let's start with buttes. Buttes are the smallest of the three features. They are also, uh, in my opinion, the most spectacular. A butte is basically the remains of a mesa after most of the mesa has been eroded away. Buttes have extremely steep sides that can rise hundreds of feet above the ground. They usually have flat tops, but they can have pointed tops at times. That's due, uh, to the effects of erosion.

As for mesas, they are larger than buttes and are not as steep or high as them. Furthermore, there's one major difference between mesas and buttes. Mesas have standing water on their tops. This is typically in the form of a lake or pond. Buttes, on the other hand, lack water. If you ask some people in the west, they will say that if you can graze cattle on the land, it's a mesa. If you can't do that, it's a butte.

35

The teacher mostly talks about the features of buttes and mesas during his lecture to the class.

36

The teacher starts his lecture by telling the class, "In my opinion, the most beautiful part of the country is the Southwest. I'm referring specifically to the land in the states of Arizona, New Mexico, Utah, and Colorado. If you ever get a chance to go there, you should." Since he thinks the American Southwest is beautiful and encourages the students to go there, it is probably true that he has visited it before.

37

The teacher lectures, "Buttes have extremely steep sides that can rise hundreds of feet above the ground."

38

At the beginning of the lecture, the teacher says that he wants to tell the students about buttes, mesas, and plateaus. During the lecture, he describes buttes and mesas. So he is probably going to tell the class about plateaus next.

[39-42]

M Teacher: Okay, uh, so, Napoleon's armies were still successful on the battlefield. However, the allied coalition captured Paris in March 1814. At that time, Napoleon's generals gave up. They basically told him that they – and their armies – would not follow him anymore. So, on April 11, 1814, Napoleon abdicated at Fontainebleau, France. When I say that he abdicated, I mean that he gave up his throne and all the power that went with it. The allied forces decided to send Napoleon into exile. They chose to send him to the island of Elba, which is, uh, in the Mediterranean Sea.

Napoleon went to Elba and remained there for ten months. His wife and son didn't accompany him there. And, while he was on the island, he heard rumors that there were plans to exile him to a place far from Europe. Given Napoleon's personality, there was no way that he was going to sit around and do nothing. On February 26, 1815, he escaped from Elba. This began the period in history known as the Hundred Days. Napoleon returned to France, won some soldiers to his side, and marched on Paris. As he did so, more soldiers and citizens joined him.

Answers

1. (C) [Vocabulary Question]
2. (D) [Sentence Structure Question]
3. (B) [Relative Clause Question]
4. (B) [Vocabulary Question]
5. (A) [Modifier Question]
6. (D) [Sentence Structure Question]
7. (A) [Vocabulary Question]
8. (B) [Sentence Structure Question]
9. (C) [Verb Form Question]
10. (B) [Comparison Question]
11. (A) [Sentence Structure Question]
12. (A) [Vocabulary Question]
13. (A) [Sentence Structure Question]
14. (C) [Vocabulary Question]
15. (C) [Word Form Question]
16. (B) [Verb Form Question]
17. (A) [Modifier Question]
18. (A) [Sentence Structure Question]
19. (D) [Vocabulary Question]
20. (C) [Vocabulary Question]
21. (A) [Word Form Question]
22. (C) [Vocabulary Question]
23. (A) [Sentence Structure Question]
24. (C) [Verb Form Question]
25. (C) [Relative Clause Question]
26. (D) [Sentence Structure Question]
27. (B) [Vocabulary Question]
28. (A) [Vocabulary Question]
29. (D) [Sentence Structure Question]
30. (D) [Vocabulary Question]
31. (A) [Sentence Structure Question]
32. (C) [Sentence Structure Question]
33. (B) [Word Form Question]
34. (A) [Vocabulary Question]
35. (A) [Sentence Structure Question]
36. (B) [Relative Clause Question]
37. (D) [Verb Form Question]
38. (B) [Vocabulary Question]
39. (C) [Sentence Structure Question]
40. (D) [Vocabulary Question]
41. (A) [Comparison Question]
42. (C) [Vocabulary Question]

39

During the lecture, the teacher's main focus is the end of Napoleon's reign and what happened during that time.

40

The teacher mentions, "The allied forces decided to send Napoleon into exile. They chose to send him to the island of Elba, which is, uh, in the Mediterranean Sea."

41

The teacher states, "On February 26, 1815, he escaped from Elba. This began the period in history known as the Hundred Days."

42

The student says that she has never heard of St. Helena. So the teacher tells the class, "Take a look at the map. It's way down here in the South Atlantic Ocean."

Explanations

- 1 When someone votes, that person “casts” a ballot.
- 2 When there is a race involving two people, the race is “between” them. Thus, “between” must be in the answer.
- 3 Since the relative clause modifies “a speech,” either “that” or “which” must be used. In this case, the active form of the verb is needed.
- 4 The previous sentence points out that the students had known Mark as a comedian. The sentence with the blank in it establishes a contrast. Thus, a word that implies the opposite of a comedian must be used. The word is “serious.”
- 5 The present participle form of “consist” must be used.
- 6 The present participle form of “follow” is needed here.
- 7 The announcement is describing a speaker who has been invited to appear at the event. This invited person is a “guest.”
- 8 The sentence is telling the students something, so it should be written in the imperative form.
- 9 The email writer is describing a past event, so the past simple tense must be used here.
- 10 The email writer is making a comparison between his current and past conditions, so the comparative form of the adjective must be used. In addition, he was “horribly ill” last week but is improved now, so the word “much” needs to be used.
- 11 The present simple tense must be used since the email writer is describing a present condition.
- 12 A person who allows someone to borrow something “lends” that item to the person.
- 13 The letter writer is going to accompany the students on the trip, so he is a “chaperone.” When a person describes his or her duties, that individual may use the word “as.”
- 14 The teacher and students are going to another country, so they are traveling “abroad.”
- 15 The noun form of the word is needed here.
- 16 The teacher is indicating something that the students ought to do in the near future, so the modal verb “should” needs to be used.
- 17 A person may have “a list of” something. So the preposition “of” is needed.
- 18 Note the context clue in the sentence that follows. The teacher tells the students he thinks they ought to have “everything” that they need. This indicates that “every” should be used in the answer.
- 19 By buying everything, the students can guarantee, or “ensure,” that they have all of the items that they need.
- 20 A common phrase in English is “do not hesitate to contact me.”
- 21 A noun form indicating people must be used.

22

Another term for money that one earns at a job is financial “compensation.”

23

The writer is describing a current time, which can be done by writing “At this point in time.” That phrase means “right now.”

24

The sentence is describing an ongoing activity, so the present continuous tense (be + verb-ing) must be used.

25

Both “many of which” and “many of whom” are common expressions in English. Since the phrase modifies “firms,” the correct word is “which.” “Whom” is only used to refer to people, not to things.

26

“Once” can be a substitute for the word “after.” The writer is describing something that will happen after the negotiations are done, so “once” needs to be in the answer choice.

27

The context clue is in the sentence afterward: “Students may feel free to ignore it.” Since students do not have to take part in the program, it is not required. Another word for “required” is “mandatory.”

28

When students are competing with other people to get jobs, the people with whom they are competing are known as the “competition.”

29

A common phrase in English when discussing one's likes is “my preferences lie with ~.”

30

When a person plays a sport, that individual “participates” in it.

31

The clause after “since” refers to “volleyball and basketball,” so the clause needs to use “they” because it is referring to a plural object.

32

The previous sentence notes that people play baseball in nice weather. The sentence with the blank in it makes a contrast between weather conditions. Thus, “During” needs to be in the answer.

33

Since the blank is preceded by the preposition “in,” the answer, which is the object of the preposition, must be a noun. Also “in length” is a fixed expression.

34

The opposite of “spread out” is “concentrated.”

35

When people think of something, it often “comes to their minds.”

36

The relative pronoun “which” is needed here.

37

The past simple tense form of the verb must be used.

38

Criminals who are well known are often said to be “notorious.” This means that they are famous for a bad reason.

39

The phrase needs to begin with “there.”

40

Since it was almost impossible to escape from the prison, the escapees who were not killed were all “recaptured.”

41

There is a comparison made between Alcatraz and other famous places in San Francisco, so the comparative form of the adjective must be used.

42

Since movies and television shows feature Alcatraz, then it is the “setting” for these films and programs.

PART 3

Reading Comprehension

p.100

Answers

1. (C) [Main Idea Question]
2. (A) [Pronoun Referent Question]
3. (D) [Vocabulary Question]
4. (D) [Detail Question]
5. (C) [Inference Question]
6. (C) [Detail Question]
7. (E) [Vocabulary Question]
8. (B) [Main Idea Question]
9. (A) [Vocabulary Question]
10. (B) [Pronoun Referent Question]
11. (D) [Vocabulary Question]
12. (C) [Inference Question]
13. (A) [Detail Question]
14. (D) [Rhetorical Structure Question]
15. (A) [Vocabulary Question]
16. (C) [Detail Question]
17. (A) [Detail Question]
18. (C) [Vocabulary Question]
19. (D) [Inference Question]
20. (A) [Main Idea Question]
21. (C) [Rhetorical Structure Question]
22. (D) [Detail Question]
23. (D) [Detail Question]
24. (C) [Vocabulary Question]
25. (B) [Inference Question]
26. (D) [Pronoun Referent Question]
27. (A) [Rhetorical Structure Question]
28. (C) [Vocabulary Question]
29. (D) [Detail Question]
30. (A) [Main Idea Question]
31. (E) [Rhetorical Structure Question]
32. (D) [Detail Question]
33. (A) [Vocabulary Question]
34. (C) [Inference Question]
35. (A) [Detail Question]
36. (C) [Vocabulary Question]
37. (B) [Main Idea Question]
38. (B) [Detail Question]
39. (A) [Vocabulary Question]
40. (D) [Detail Question]
41. (B) [Vocabulary Question]
42. (D) [Pronoun Referent Question]

Explanations

1

The announcement focuses on the reason (inclement weather) that sports day is being cancelled.

2

The “it” that will remain for a few days is “a severe storm front.”

3

When the weather service “anticipates” that the conditions will be ideal for tornadoes to form, it “predicts” that this is a possibility.

4

The storm is going to arrive on Thursday. Then, “The storm is expected to drop several inches of rain once it begins.” When several inches of rain fall, that is considered “heavy rain.”

5

About the sports day events, the announcement points out, “Most sports day activities are held outdoors.” Since most of the events are held outdoors, it can be inferred that some of the events are held indoors.

6

The announcement tells teachers, “Since teachers may not have prepared lesson plans for classes during that time, they may feel free to watch movies or to do other similar activities in their classes.”

7

When something is “compulsory for” people to do, it is “required for” them to do it.

8

The article focuses on the various awards that the student at Centerville High School has won.

9

When a person “outdoes himself” or “outdoes herself,” that person performs better than he or she has ever done so in the past.

10

The “it” that Ms. Barton emerged as the winner of is “the state spelling bee.”

11

Another word for “setback” is “loss.” “Setback” is often used to describe losses in various competitions.

12

The article reads, “Writing about her life as an immigrant, Ms. Barton captured first place.” Since Ms. Barton is an immigrant, it is probably true that she is not originally from the area where she is studying. Instead, she is from another country.

13

It is written, “When asked what she plans to do next, Ms. Barton commented, ‘I’m on my school’s math team, and we have a big tournament coming up. With luck, our team will do well.’”

14

The passage reads, “Modern-day airplanes are mostly jets.”

15

When jet engines “propel” planes through the air, they “drive” the planes by pushing them forward.

16

There is no mention in the passage of how large the propellers of planes are.

17

It is written, “In doing so, the propeller can create lift as well as thrust.”

18

The Wright brothers’ “initial” flight was the “first” one that they ever made.

19

The author writes, “The first airplanes relied upon propellers to fly. In fact, it was not until a few decades after the Wright brothers’ initial flight that advanced jet airplanes were made.” Since the first airplanes had propellers, it can be inferred that the Wright brothers’ first airplane had a propeller.

20

The passage focuses on the characteristics of otters, so “All about Otters” is the most appropriate title for it.

21

About otters, the passage notes, “They are found mostly in North and South America, Europe, and Asia.”

22

All four of otters’ feet are webbed.

23

The passage reads, “Otters reach maturity fairly quickly and begin to mate when they are two years of age.” Since they mature and begin to mate when they are two, otters can give birth at that age.

24

When otters are “dependent upon” their mothers, they are “reliant upon” them for support.

25

It is written, “Otters are natural swimmers, so it does not take much effort for them to learn to swim. Despite swimming well, the babies stay with their mothers until they are about a year old. Then, once they become able to hunt for themselves, they set off to live their own lives.” The passage points out that otters are “natural swimmers.” But they learn to hunt for themselves at a later age, so it can be inferred that hunting is harder for them than swimming.

26

The “those” that are not otters’ first choices for food are “reptiles, amphibians, and birds.”

27

In mentioning killer whales, the author comments, “Further out at sea, killer whales frequently hunt them.”

28

When something “takes a toll on” an animal population, the number of animals is reduced. Thus, human hunters have reduced the number of otters in the world.

29

The author notes that otters hunt and eat crustaceans. So otters are predators of crustaceans while crustaceans are not predators of otters.

30

The main idea of the passage is who photojournalists are and what they do.

31

About Dorothea Lange, the author writes, "Dorothea Lange was an American photojournalist. She became famous for the pictures she took during the Great Depression in the United States in the 1930s."

32

The passage reads, "Eddie Adams gained renown for his pictures taken during the Vietnam War."

33

"Influential" pictures can have a "significant" effect on people.

34

The passage reads, "Due to the influence of photojournalists in modern society, a large number of people have entered the field." So it can be inferred that some photojournalists are interested in gaining influence in society.

35

About paparazzi, the author mentions, "In some cases, photographs taken by paparazzi can sell for hundreds of thousands of dollars."

36

The "pervasiveness" of digital cameras refers to their "commonness" and the fact that many people own them.

37

The passage is about the first trip around the world, which was made by some crew members in Ferdinand Magellan's expedition.

38

There is no mention of Australia in the entire passage.

39

When Magellan's crew managed to "circumnavigate" the globe, they managed to "go around" the entire planet.

40

While near South America and looking for a way to get into the Pacific Ocean, "During the search, though, Magellan lost one of his ships when it crashed into a beach and got wrecked." Thus, one of Magellan's ships was lost at that time.

41

When the crew "engaged in trade" with the natives, they "bought and sold items."

42

The "them" that captured a ship was "the Portuguese."

Appendix

Master Word List for the *TOEFL Junior*

Master Word List for the TOEFL Junior

Practice Test 1

absent (*adj*) not present

Jason was **absent** from school three times this week.

appealing (*adj*) attractive; interesting

The company made an **appealing** offer to Mr. Denton.

application (*n*) a request to be accepted to a place, such as a school or business

Your **application** must be submitted no later than January 1.

approximately (*adv*) about; around; close to

There are **approximately** 550 students who attend that high school.

artifact (*n*) a relic, often from a past civilization or culture

There may be several valuable **artifacts** buried in those ruins.

beat (*v*) to make a regular sound

The doctor could feel no pulse **beating**.

boil (*v*) to heat a liquid to a point where it begins to turn into a gas

Water **boils** at 100 degrees Celsius.

bold (*adj*) brave; courageous

You are **bold** for trying to learn how to skydive.

bomb (*v*) to fail, as in a test

I cannot believe that I **bombed** the science test I took yesterday.

brilliant (*adj*) intelligent; smart; bright

One of the most **brilliant** students in the class is Rick.

carve (*v*) to cut with a knife

Some people like to **carve** tiny figures from blocks of wood.

century (*n*) a period of 100 years

There will be many great advances during the twenty-first **century**.

colleague (*n*) a coworker

Sarah gets along well with nearly all of her **colleagues**.

conscious (*adj*) aware

Eric was concentrating so hard that he was not **conscious** of the people around him.

cover (*v*) to go over; to discuss; to talk about

We are going to **cover** pages 102 to 105 in the book this afternoon.

curiosity (*n*) interest in something that is often excessive

She has a natural **curiosity** that makes her try to understand how machines work.

define (*v*) to give the meaning of

Could you please **define** this word since I do not know what it means?

detractor (*n*) a person who opposes or disagrees with another

The manager will have a meeting with several **detractors** who dislike the new plan.

distorted (*adj*) unclear; hazy; indistinct

The mirror produced a **distorted** image because of the crack in it.

dominate (*v*) to rule over; to control

The Roman Empire **dominated** much of Europe for a few hundred years.

dress code (*n*) a rule or rules for what clothes to wear, often at a school or business

The **dress code** at this private school is very strict.

dull (*adj*) boring; drab; of little or no interest

Mrs. Martin's economics class is usually really **dull**.

efficient (*adj*) able; capable; making good use of time

Please tell me the most **efficient** way to study for the test.

encourage (*v*) to support; to cheer for

The fans **encouraged** the players on the field to do their best.

entire (*adj*) total; complete; all

During the **entire** class, you are not allowed to speak to anyone else.

forget (*v*) not to remember; to fail to recall something

Robert sometimes **forgets** to bring a pen with him to class.

frightening (*adj*) scary

Encountering a bear in the forest is **frightening** for most people.

fulfill (*v*) to complete

You must **fulfill** your part of the agreement, or I will get upset.

hurry (*v*) to move quickly

We had better **hurry** so that we do not miss the train.

ill (*adj*) sick

I feel **ill**, so I need to stay home for the rest of the day.

investigate (*v*) to look into; to study

The police are **investigating** the scene of the crime to try to find some clues.

participate (*v*) to take part in

Most students **participate** in one or two after-school activities.

pointer (*n*) a tip; a hint; advice

Mr. Burgess always gives the students some **pointers** on how to prepare for their test.

primitive (*adj*) basic; simple; uncomplicated

Even **primitive** tribes know how to use fire and how to make clothing.

relieve (*v*) to ease

If you take this medicine, it should **relieve** your pain.

restrain (*v*) to keep from doing something; to hold back

You had better **restrain** your dog so that it does not bite anyone.

reward (*n*) a prize, such as money, for doing something successfully

There is a **reward** for anyone who helps the police find the criminal.

ring (*v*) to sound a bell; to cause a bell to make a sound

When the bell **rings**, it means that it is time for class.

rush (*v*) to hurry; to move quickly

The students are **rushing** to their classrooms in order not to be late.

shake (*v*) to make small movements side to side or very quickly

She was **shaking** as she opened the letter.

sheltered (*adj*) protected; privileged

Students from rich families often live **sheltered** lives.

shout (*v*) to yell; to speak in a very loud voice

You had better not **shout**, or else Ms. Kimball will get angry.

significance (*n*) importance

Who can tell me the **significance** of the word written on the board?

student body (*n*) all of the students at a school
The entire **student body** always meets in the auditorium on Monday morning.

suppose (*v*) to guess; to make a prediction

I **suppose** that the answer to the question is seven.

support (*n*) help

She always gives him her love and **support**.

teammate (*n*) a person who is on the same team as another

Doug is popular with his **teammates** since he is not a selfish player.

transform (*v*) to change; to alter

A caterpillar **transforms** into a butterfly while it is inside a cocoon.

velocity (*n*) speed

The cars are moving at a high **velocity**.

violate (*v*) to break a rule or law

If you **violate** any of his rules, you will get detention or some other form of punishment.

Practice Test 2

abandon (*v*) to give up; to depart

A true friend never **abandons** another person in need.

alliance (*n*) a union between two or more people or groups; a coalition

The nations formed an **alliance** when they were threatened with the possibility of war.

allowance (*n*) spending money that a parent gives a child on a regular basis

She receives her **allowance** from her parents every Sunday.

annual (*adj*) yearly; happening every year

The festival is an **annual** event that is held in May.

anticipate (*v*) to expect that something will happen
I do not **anticipate** having any problems with the report.

avoid (*v*) to stay away from a person or place; to keep from doing something

You need to **avoid** bothering any of your teachers, or you will get in trouble.

barrier (*n*) an obstruction; a fence; something that prevents a person from doing an action

There is a stone **barrier** that prevents anyone from going further.

bravery (*n*) courage

Those soldiers were noted for their **bravery** during the battle.

campaign (*n*) a series of activities intended to achieve a particular aim

A new advertising **campaign** has just been launched.

cashier (*n*) a store clerk; a person who accepts payments at a store or place of business

Take the items to the **cashier**, who will tell you how much you owe.

cheat (*v*) to use improper or illegal methods to do something

If you **cheat** on the test, you will get a zero on it.

concentrate (*v*) to focus (on)

We need to **concentrate** in order to understand this material.

conquer (*v*) to defeat, often in battle

The invaders' armies **conquered** everyone who opposed them.

consult (*v*) to check; to look at; to examine

Consult your schedule in case you do not remember which class you have.

counselor (*n*) a person who provides advice

The school **counselor** will keep everything that you say private.

crack (*n*) a break; a fracture in something solid

There is a large **crack** in the wall that needs to be fixed.

departure (*n*) a going away; an exit

The **departure** of the plane has been delayed by thirty-five minutes.

discount (*n*) a lowered price; a reduction

You can get a **discount** every time you shop with a membership card.

display (*n*) an exhibition; a showing

The rock **display** at the museum attracted a large number of visitors.

eager (*adj*) willing to do something; enthusiastic; excited

The girls are **eager** to try out for the school's volleyball team.

elect (*v*) to choose by voting

The students **elected** Allen the class president.

enable (*v*) to permit; to let happen; to allow

This ID card will **enable** you to check out books from the library.

enroll (*v*) to register for; to become a member of a group or organization; to sign up for a class

We can **enroll** in classes starting next Wednesday.

goggles (*n*) a kind of protective eye covering

I always wear my **goggles** when I am doing chemistry experiments.

hyperactive (*adj*) overly active; having too much energy

If you are too **hyperactive**, you might have some kind of a problem.

inject (*v*) to insert; to put something into another thing

The doctor **injected** the patient with some medicine.

leftover (*adj*) remaining

There is some **leftover** food in the refrigerator if you are hungry.

lively (*adj*) energetic; full of life or energy

I cannot believe how **lively** the students are this afternoon.

massacre (*n*) a mass murder, often of civilians or unarmed people

The enemy army committed a **massacre** of an entire village.

massive (*adj*) huge; very large; enormous

There is a **massive** pile of garbage behind the building.

moist (*adj*) damp; slightly wet

The laundry is still **moist**, so you need to put it in the dryer.

overrun (*v*) to overcome; to invade; to overwhelm

The farmers' fields were **overrun** by millions of insects.

penetrate (*v*) to go into, often by using force; to break into

The steel armor is so strong that nothing can **penetrate** it.

phenomenon (*n*) an incident; an occurrence

That is an unexplained **phenomenon** that has confused people for years.

reduce (*v*) to make smaller; to decrease in size; to lessen

You need to **reduce** the amount of money you spend since you are in debt.

revolutionize (*v*) to change dramatically

The Internet **revolutionized** a number of aspects of modern life.

ruthless (*adj*) cruel; showing no mercy

You must be **ruthless** if you want to be the winner.

seasonal (*adj*) happening on a regular basis in a particular season

Seasonal changes in the weather happen every couple of months.

seize (*v*) to take something by force

The government **seized** the man's home when he did not pay his taxes.

shift (*n*) a change; an alteration

Recently, there has been a **shift** in public opinion concerning the matter.

slide (*n*) a picture that can be shown on a projector
We often look at **slides** during biology class.

slippery (*adj*) slick; oily

The floor is **slippery** since it has just been mopped.

spark (*v*) to prompt; to cause to happen

What **sparked** Judy's sudden interest in math?

stuff (*n*) something; an object or objects

Do not forget to pick up all this **stuff** and put it back where it belongs.

surrender (*v*) to give up; to stop fighting; to quit

The soldiers vowed never to **surrender** and to keep fighting to the very end.

trigger (*v*) to prompt; to start; to make happen

You can **trigger** a response in the animal by stimulating it.

trust (*v*) to believe

Mr. Thompson **trusts** his students not to cheat on their exams.

tuition (*n*) the money a person pays to attend a school or educational center

Tuition at many schools is rising too quickly nowadays.

unintelligent (*adj*) stupid; dumb; not smart

He is an **unintelligent** boy who has no interest in school at all.

widespread (*adj*) common; prevalent; happening over a wide area

The disease is **widespread** and is infecting many people.

Practice Test 3

abdicate (*v*) to step down as a ruler; to quit ruling as a king or queen

When the king became too old to rule, he **abdicated** and let his son become the king.

bibliography (*n*) a list of the sources that a writer uses for a written work

Be sure to write a **bibliography** for your research paper.

bleak (*adj*) drab; dark; dreary; hopeless

The weather conditions today are **bleak**.

carnivore (*n*) an animal that eats meat

Sharks are some of the most dangerous **carnivores** on the planet.

cite (*v*) to quote another work; to refer to

You must **cite** all quotations that you use from other writers in your report.

coalition (*n*) a group; an alliance

The **coalition** of nations came together during a time of war.

compensation (*n*) payment for the work that a person does

If you work for someone, you must receive **compensation** for your efforts.

constantly (*adv*) continually; at all times

Ted is **constantly** trying to improve himself by learning new skills.

decade (*n*) a period of ten years

Kate has lived in more than five countries during the past **decade**.

den (*n*) an animal's home, usually located underground; a lair

It can be dangerous for a person to try to enter an animal's **den**.

dispute (*n*) an argument

I had a **dispute** with Greg, so now he is angry with me.

disrupt (*v*) to interrupt; to interfere with; to disturb
Students should not **disrupt** class by talking or causing other problems.

embassy (*n*) a building that houses the ambassador of a country

Most **embassies** are located in the capital of the country they are in.

emperor (*n*) the ruler of an empire

The **emperor** ordered his army to invade the nearby country.

employ (*v*) to hire; to give a person a job

Who is the company going to **employ** to fill the manager position?

escapee (*n*) a person who has escaped from a jail or prison

The prison **escapees** were all captured by the police.

eventually (*adv*) after some time; finally

I hope that I can **eventually** attend one of the country's best colleges.

exceed (*v*) to go beyond; to do better than one had expected

I **exceeded** my goal when I got a 99 on the exam.

execute (*v*) to kill someone, often for having committed a crime

The state decided to **execute** the terrorist for his crimes.

exile (*n*) the state of being forced to live away from one's home

While in **exile**, the man worked on his memoirs to write about his life.

feature (*n*) a characteristic; an attribute; an identifying mark

Amy's loyalty to her friends is one of her most attractive **features**.

fluid (*n*) a liquid

There is some sort of **fluid** dripping from the car's engine.

footnote (*n*) a note at the bottom of a page that provides extra information about something in the passage

Footnotes can provide valuable information in a research paper.

fossil (*n*) the preserved bone of a dead animal

I enjoy digging for **fossils** in a field located near my house.

geometry (*n*) a branch of math that focuses on shapes and figures

The students agreed that they learned a lot in their **geometry** class.

grade (*v*) to check papers or tests; to mark; to score

Mr. Carter does not have time to **grade** our tests this week.

graze (*v*) to eat grass or other vegetation, such as what cows do

The cattle **graze** in the field during the day.

handout (*n*) a printed paper that a teacher gives students

Ms. Peters gave the students a **handout** with a couple of maps on it.

hesitate (*v*) to pause; to be unsure or uncertain

If you **hesitate** too much, you may have problems making any decisions at all.

hospitalize (*v*) to be kept at a hospital due to some kind of medical problem

Larry was **hospitalized** when he got into a serious car accident.

iconic (*adj*) representative; famous; referring to an icon

Some of the world's most **iconic** photographs were published in *Life* magazine.

inclement (*adj*) bad, as in the weather

Expect **inclement** weather for the next few days as snow will continue to fall.

notorious (*adj*) infamous; well known for a bad reason

Brutus is one of history's most **notorious** individuals since he helped kill Julius Caesar.

nourishment (*n*) food; sustenance; anything that provides energy to an organism

The **nourishment** provided by food keeps people alive.

personality (*n*) a person's character or traits

You need to improve your **personality** by being nicer to people.

postpone (*v*) to delay an event until a later time; to reschedule

We have to **postpone** the club meeting since we cannot find a room to hold it in.

primary (*adj*) main; major

The **primary** purpose of today's class is to explain some economics terms.

prisoner (*n*) a person being kept in a jail or prison; a captive

There are several policemen around the **prisoner** to keep him from escaping.

prize (*n*) an award

The winner of the contest will receive a cash **prize**.

raised (*adj*) elevated

The farmhouse is **in a raised** position that is higher than the rest of the land.

regret (*v*) to feel bad about an action that one did in the past

I **regret** that I did not tell you about this problem earlier.

relatively (*adv*) fairly; somewhat

Brian has a **relatively** good idea that you ought to hear.

renew (*v*) to extend the due date or expiration date of something

Are you interested in **renewing** your magazine subscription?

rumor (*n*) a story or piece of information about a person that may or may not be true

There were a lot of **rumors** at the high school about the new principal.

shallow (*adj*) not deep; low

Stay in **shallow** water and do not swim too far away from shore.

steep (*adj*) having sharp sides; high

The mountain is so **steep** that climbing it is extremely difficult.

substance (*n*) the makeup of someone or something; composition; material

The students must determine the contents of the **substance** during their lab class.

thrive (*v*) to do well; to excel; to prosper

If you try hard, you should be able to **thrive** at your new place of employment.

vibration (*n*) movement; shaking

I can feel the **vibrations** when the car is moving.

zest (*n*) zeal; enthusiasm

Mr. Patterson's **zest** for teaching makes the students interested in his class.