

# Perfect TOEFL Junior

Practice Test

3 Full-Length Tests  MP3 CD

Darakwon TOEFL Junior  
Research Team



NTV

Công ty TNHH  
Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

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# Introduction

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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 3* is the third 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	10 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.

# About This Book

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*Perfect TOEFL Junior Practice Test Book 3* 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.

## 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 220	220–245	250–285	290–300
Language Form and Meaning	Under 210	210–245	250–275	280–300
Reading Comprehension	Under 210	210–240	215–275	280–310

## 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.

### Hanoi Head Office

IIG Building, 75 Giang Van Minh Street,  
Ba Dinh Dist., Hanoi, Vietnam  
Tel: (84-4) 3773 2411  
Fax: (84-4) 3835 9418  
Email: info@iigvietnam.com

### HoChiMinh Branch Office

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# **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:



Why is the boy happy?

- (A) He was selected for the baseball team.
- (B) He finished doing his homework.
- (C) He got an A on his math test.
- (D) He has no more classes for the day.

The correct answer is (A), "He was selected for the baseball team."

Here is another example:



What are the speakers mainly talking about?

- (A) A paper the girl must turn in
- (B) The quality of the girl's work
- (C) The teacher's next class
- (D) The girl's next writing assignment

The correct answer is (B), "The quality of the girl's work."

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

- 1. What are the speakers mainly discussing?**
- (A) Mr. Sanders' teaching style
  - (B) The test that they just took
  - (C) A tutorial they are going to attend
  - (D) The material they need to know
- 2. What does the teacher say about the boy's essay?**
- (A) It was better than his previous one.
  - (B) It will lose points for being late.
  - (C) It should be about French history.
  - (D) It needs to be turned in next week.
- 3. When is the teacher going to return the girl's test?**
- (A) By today
  - (B) By Wednesday
  - (C) By Thursday
  - (D) By next week
- 4. What is the boy going to do after the next period?**
- (A) Give the girl his science notes
  - (B) Meet the girl for lunch
  - (C) Copy from the girl's notebook
  - (D) Attend science class with the girl
- 5. Why does the teacher mention the girl's poem?**
- (A) To criticize how she wrote it
  - (B) To tell her she got an A on it
  - (C) To ask when she will submit it
  - (D) To praise its creativity
- 6. What does the girl mean when she says: "Tell me about it"?**
- (A) She agrees with the boy's opinion.
  - (B) She wants some more information.
  - (C) The boy needs to repeat himself.
  - (D) She does not know the new student.
- 7. What is the purpose of the announcement?**
- (A) To encourage the students to try harder
  - (B) To explain why they are restudying some material
  - (C) To give the students a new homework assignment
  - (D) To ask what the students thought of the lesson
- 8. What is the teacher mainly discussing?**
- (A) The class time
  - (B) Perfect grades
  - (C) Pop quizzes
  - (D) Final grades
- 9. Why is the principal talking about field day?**
- (A) To give the date when it will be held
  - (B) To explain what will happen during it
  - (C) To mention that it will be postponed
  - (D) To say that parents may not attend it

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 talking about?
- (A) The AP classes that they are taking
  - (B) The sporting events they will play soon
  - (C) The boy's difficulty studying for his classes
  - (D) The girl's desire to become a starter
11. What does the girl say about the volleyball team?
- (A) It had a losing record last year.
  - (B) It won the state championship last year.
  - (C) It has all of last year's starters returning.
  - (D) It has already lost three games this year.
12. Which class do the speakers take together?
- (A) P.E.
  - (B) History
  - (C) English
  - (D) Biology
13. What does the girl suggest about Jenny and Karen?
- (A) They are her two best friends at school.
  - (B) They have not spoken with the boy before.
  - (C) Their grades are going down this semester.
  - (D) They are members of the volleyball team.

14. What is the main topic of the conversation?
- (A) How to conduct a lab experiment
  - (B) When the students are going to have a lab class
  - (C) What kinds of animals are in the laboratory
  - (D) How the boy feels about a lab assignment
15. Why is the boy worried about the upcoming class?
- (A) He might become sick during it.
  - (B) He does not want to dissect a cat.
  - (C) He has never had a lab class before.
  - (D) He thinks it will be too hard for him.
16. What does the boy imply when he says this: "In fact, I use worms as bait every time I go fishing"?
- (A) He wants to go fishing with his friends.
  - (B) He is comfortable cutting up worms.
  - (C) He does not want to do the assignment.
  - (D) He enjoys fishing in his free time.

17. What does the teacher imply about her class?
- (A) It does not take much skill to dissect an animal.
  - (B) Most of the students are uncomfortable during it.
  - (C) The students will dissect animals other than worms in it.
  - (D) The students have to do the lab to get good grades.
18. What is the main topic of the conversation?
- (A) The girl's progress on her science project
  - (B) When the girl will turn in her paper
  - (C) How the girl is going to complete her research
  - (D) The girl's need to get a good grade on her work
19. What does the girl suggest about Tommy?
- (A) He is one of her best friends at school.
  - (B) He promised to help her with her assignment.
  - (C) She thinks he was playing a trick on her.
  - (D) She believes he needs to work harder.
20. What does the girl say about her status report?
- (A) She has not started writing it yet.
  - (B) She forgot to email it to the teacher.
  - (C) She needs to write one more page.
  - (D) She is going to send it the next day.
21. Why does the girl talk about the lab work she is doing?
- (A) To answer the teacher's question
  - (B) To describe her father's role in her project
  - (C) To complain about her results
  - (D) To ask the teacher to interpret the results
22. What does the teacher ask the girl to do by next Monday?
- (A) Complete all of her lab work
  - (B) Submit a status report
  - (C) Turn in her science project
  - (D) Conduct another experiment
23. Why does the girl mention her history test?
- (A) To tell the boy that she is studying for it
  - (B) To state that she is likely to do poorly on it
  - (C) To ask the boy some questions about it
  - (D) To find out what the boy's grade on it was
24. What does the boy tell the girl to do when she is studying?
- (A) Use the Internet to find important information
  - (B) Avoid lying down on her bed
  - (C) Play some rock music to motivate herself
  - (D) Focus on studying one subject at a time

25. What is probably true about the girl?
- (A) She dislikes listening to classical music.
  - (B) Her grades are as good as the boy's.
  - (C) She enjoys learning history at school.
  - (D) Her blog is popular with her classmates.
26. What is the girl going to do tonight?
- (A) Review for her history test
  - (B) Meet the boy at the library
  - (C) Try to follow the boy's study tips
  - (D) Complete the paper she has to write
27. What is the teacher mainly discussing?
- (A) DNA testing of animals
  - (B) The domestication of dogs
  - (C) Dig sites in Europe and Asia
  - (D) How to tame wild animals
28. What does the teacher suggest about domesticating animals?
- (A) Only intelligent animals can be tamed.
  - (B) Humans need to be patient to do it.
  - (C) It is a fairly difficult process to do.
  - (D) It may take hundreds of years to do.
29. Why does the teacher mention DNA testing?
- (A) To focus on some genetic traits that only dogs have
  - (B) To admit he is skeptical about claims dogs evolved in Asia
  - (C) To note when dogs and wolves became individual species
  - (D) To claim it can prove when dogs were first domesticated

30. According to the teacher, why did humans and dogs develop a close relationship?
- (A) Humans bred dogs to be dependent upon them.
  - (B) Each of them provided assistance to the other.
  - (C) Dogs preferred being tame to living in the wild.
  - (D) Humans wanted dogs to be their companions.
31. What is the teacher mainly talking about?
- (A) The three main species of anteaters
  - (B) The feeding habits of the anteater
  - (C) The characteristics of the giant anteater
  - (D) The life cycle of the anteater
32. What does the teacher say about the snout of the anteater?
- (A) It can be up to one meter in length.
  - (B) The anteater's teeth are in it.
  - (C) The anteater's mouth is at its end.
  - (D) It is what the anteater uses to dig up anthills.
33. What does the teacher imply about the anteater?
- (A) It may attack animals that enter its territory.
  - (B) It sometimes lives in small family groups.
  - (C) It is an endangered species in some countries.
  - (D) It eats both plant and animal matter.

- 34. What will the teacher probably do next?**
- (A) Answer some of the students' questions
  - (B) Display some more pictures on the screen
  - (C) Show the class a video about anteaters
  - (D) Assign the students some homework to do
- 35. What does the teacher say about hoar frost?**
- (A) It is most common during the morning.
  - (B) She thinks that it looks pretty.
  - (C) The blowing of icy wind forms it.
  - (D) It happens more often in winter than in fall.
- 36. Why does the teacher suggest that the students look in their books?**
- (A) To read an important passage
  - (B) To consult a chart on frost
  - (C) To see a picture of rime frost
  - (D) To learn how to spell some words
- 37. Why does the teacher talk about farmers?**
- (A) To note how frost affects their planting schedules
  - (B) To discuss how frost can affect their crops
  - (C) To stress how much they dislike frost
  - (D) To describe how much money they can lose due to frost
- 38. What can be inferred about fern frost?**
- (A) It usually affects plants.
  - (B) It requires both warm and cold air.
  - (C) It is the most common type of frost.
  - (D) It happens at night or in the morning.
- 39. What is the teacher mainly discussing?**
- (A) The first computer
  - (B) Smartphones
  - (C) How the computer was invented
  - (D) Laptop computers
- 40. What does the teacher mention about ENIAC?**
- (A) It was invented by Alan Turing.
  - (B) It was the size of a house.
  - (C) It was expensive to make.
  - (D) It was used by government scientists.
- 41. Why does the teacher mention calculators?**
- (A) To discuss how fast most of them are
  - (B) To stress how cheap they have become
  - (C) To talk about how easy they are to use
  - (D) To compare their power with that of ENIAC
- 42. What will the teacher probably do next?**
- (A) Let the students go for the day
  - (B) Continue giving her lecture
  - (C) Have a student give a presentation
  - (D) Ask a student to read from the book



# 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. For decades,

- (A) the people will hear rumors
- (B) people are hearing rumors
- (C) the people hear rumors
- (D) people had heard rumors

that there was a huge landmass

located south of Australia, yet no one had been able to find it. It was not until 1820

2. that the first

- (A) guaranteed
- (B) confirmed
- (C) requested
- (D) approved

sighting of the continent of Antarctica, by a Russian

sailor, was made.

The correct answer to Sample 1 is (D), “people had heard rumors.” The correct answer to Sample 2 is (B), “confirmed.”

**Questions 1-4** refer to the following announcement.

Students,

Next Tuesday, September 26, we are going to take class pictures. These pictures will be featured in the school yearbook and will also be available

1. (A) for the copies that you purchased.  
 (B) for your copies being purchased.  
 (C) for purchases of your copies.  
 (D) for you to purchase copies of.

Please consult the attached sheet

2. that lists the picture packet options

- (A) by your choice.  
 (B) you have chosen.  
 (C) you may choose from.  
 (D) for your choices.

Be sure to select one and to include cash or a check to pay for your purchase.

All students need to wear appropriate clothing for your student pictures. Boys should wear

3. (A) dress  
 (B) dresses  
 (C) dressed  
 (D) dressing

pants and shirts while girls should wear blouses and skirts or pants.

4. Any student wearing

- (A) improper
- (B) approved
- (C) formal
- (D) purchased

clothes will be sent home to change clothes

on Tuesday.

Catherine Sanders

Principal

**Questions 5-8** refer to the following email.

Peter,

I hate to bother you since I know you are working on your science project, but I have a

5. question about today's math homework. I understood

- (A) sincerely
- (B) repeatedly
- (C) practically
- (D) apparently

all of the problems

6. we had to solve, but I

- (A) could not figure out
- (B) will not figure out
- (C) am not figuring out
- (D) had not figured out

two of them. For number three, I am

7. aware

- (A) how I answered zero,
- (B) that the answer is zero,
- (C) why zero was answered,
- (D) which answer is zero,

but I am not sure of the proper way to solve it.

As for number eight, I am completely lost concerning that question.

8.

- (A) If you have a spare moment,
- (B) If the moment has been spared,
- (C) If you spared a moment,
- (D) If I spare you a moment,

could you explain how to answer both of them?

Joe

**Questions 9-12** refer to the following announcement.

Students and Parents,

This winter was especially severe, so we were forced to close the school on several occasions. As you know, we expect to get snowed out three times each winter. This year, however,

9. we had to (A) schedule  
(B) cancel  
(C) resume  
(D) delay classes on five separate days. As a result, per government

regulations, we must make up two of those days.

10. (A) Having class during spring break, instead,  
(B) Instead, we had classes during spring break,  
(C) After we had classes during spring break, instead,  
(D) Instead of having classes during spring break, we have decided to have school

on two Saturdays in April. We will hold classes on both April 5 and April 12 this semester.

11. (A) It is normally time for school to begin  
(B) School will begin at the normal time  
(C) School, having begun at its normal time,  
(D) The normal time that school begins is but will end at one in the afternoon.

Please call the school office at 548-9840 if you have

12. any questions or (A) concern.  
(B) concerns.  
(C) concerned.  
(D) concernment.

Jade Masterson  
Principal

**Questions 13-20** refer to the following essay.

13. In recent years, too many students have resorted

- (A) cheat
- (B) to cheating
- (C) cheated
- (D) have cheated

in a variety of ways.

14. For instance, they cheat on tests and

- (A) request
- (B) imitate
- (C) preserve
- (D) copy

their classmates' homework

assignments. In my opinion, the amount of cheating is

15.

- (A) excessively
- (B) reputedly
- (C) conservatively
- (D) restrictively

high. These students see nothing wrong with their actions.

16. I think we can solve this problem

- (A) for two methods.
- (B) in two ways.
- (C) by two manners.
- (D) with two kinds.

First, parents need to

17. tell their children

- (A) what wrongness is cheating
- (B) how to get cheated
- (C) which is the wrong way to cheat
- (D) why cheating is wrong

and how it can harm, not help,

them in the long run. Second, school administrators have to punish cheaters severely. All too often, students are caught cheating yet do not get punished or receive only

18.

- (A) extreme
- (B) negligent
- (C) virtual
- (D) light

punishment. Students who cheat on tests or homework assignments ought

19. to receive zeros on them, and

- (A) detention has been given
- (B) there is going to be a detention
- (C) they should be given detention
- (D) students are on detention

for at least a week.

20. These students should receive even

- (A) more severe
- (B) more severe than
- (C) most severe
- (D) as severe as

punishment if they cheat

again in the future.

**Questions 21–28** refer to the following notice.

The school is pleased to announce that the annual guest lecture series is set to begin next week. On October 3, Dr. Enrico Prado,

21. (A) a noted physician at Central Hospital,  
 (B) Central Hospital has a noted physician,  
 (C) he is a noted physician at Central Hospital,  
 (D) that is a noted physician at Central Hospital,

will give a lecture about some

breakthroughs on new surgical methods. On November 7, Angela Plummer will make a

22. speech. Ms. Plummer is the well-known author whose

- (A) late  
 (B) later  
 (C) latter  
 (D) latest

novel,

23. *The Sampson Dialogue*, is a

- (A) nonfiction  
 (B) presumptuous  
 (C) traditional  
 (D) global

bestseller. Her lecture is sure to be one

24. of the

- (A) attendances  
 (B) highlights  
 (C) shows  
 (D) conveniences

of the semester. On December 18, Professor Kevin Simpson

is going to present a lecture on the history of medieval Britain. He will also discuss the

25. results of his latest research on the

- (A) history
- (B) histories
- (C) historical
- (D) historically

King Arthur.

26. (A) Every lecture has taken place

- (B) All lectures will have taken place
- (C) All of the lectures will take place
- (D) Each lecture took place

at one in the afternoon. Parents and local

citizens are welcome to attend whereas

(A) student attendance is mandatory.

- (B) there is a mandate for student attendance.
- (C) students are attended to in the mandate.
- (D) mandatory attendance is for students.

We hope attendance will be

27.

(A) high

- (B) higher than
- (C) so high as
- (D) the highest

last year's, so we encourage everyone to inform their friends and

28.

neighbors about the lectures.

**Questions 29–31** refer to the following essay.

Astrology is a belief system which is related to the positions of the stars, sun, moon, and

29. planets and

- (A) which effects concern people's lives.
- (B) where people's lives are affected.
- (C) what lives of people were affected.
- (D) how they affect people's lives.

In Western culture, the main

aspect of astrology concerns the time of year when a person was born. The year is

30.

- (A) sliced
- (B) divided
- (C) cut
- (D) repeated

into twelve periods, which are based on twelve star formations called

constellations. These constellations make up a region of the sky

31.

- (A) the zodiac is called.
- (B) being the zodiac.
- (C) called the zodiac.
- (D) the zodiac will be called.

For instance, a person who was born from late June to

32. late July is

- (A) registered
- (B) pestered
- (C) suggested
- (D) considered

to be a Cancer based on the constellation with the same

name. Some astrologists like to have additional information about a person, including the

33. exact time of the individual's birth.

- (A) Using this information,
- (B) With the use of information,
- (C) To use this information,
- (D) Information, having been used,

an astrologist

34. attempt to

- (A) refute
- (B) predict
- (C) enable
- (D) assume

a person's future.

**Questions 35-42** refer to the following biography.

35. One of (A) more important  
(B) more important than  
(C) as important as  
(D) the most important figures of the American Civil Rights Movement

36. was Martin Luther King, Jr. (A) His contemporaries were unlike him,  
(B) Unlike some of his contemporaries,  
(C) Having been unlike his contemporaries,  
(D) His contemporaries, unlike him,

King rejected utilizing violence to attain his goals. Instead, he promoted

37. nonviolence and encouraged his followers to (A) portray  
(B) appear  
(C) behave  
(D) result similarly. Held in the 1950s

38. and 1960s, the American Civil Rights Movement (A) dominated  
(B) had dominated  
(C) had been dominated  
(D) was dominating

the social policies of those two decades. King and other leaders of the movement wanted equal rights for everyone in the United States.

39.

- (A) King's crucial role was played
- (B) King played a crucial role
- (C) King's role, which was crucial,
- (D) King's crucial role played

in many of the events that took place

40.

- (A) establishments
- (B) establishes
- (C) established
- (D) establishing

in southern states. In 1963, he gave his famous "I Have a Dream"

41. speech in Washington, D.C. It was

- (A) in part thanks to him
- (B) thanking some part of him
- (C) a part of his thanks
- (D) his part to give thanks

that the Civil Rights

42.

- (A) awarded
- (B) traded
- (C) nominated
- (D) donated

the Nobel Peace Prize.



# 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

One of the most valued metals in the world is gold. It is an extremely versatile metal, which accounts for its high price. While the vast majority of gold is used to make jewelry, it has other applications. For instance, gold is found in many electronic devices because it conducts electricity so well. It is also used as currency and has some medical applications.

### Sample Question 1

What would be the best title for this passage?

- (A) Gold and Its Uses
- (B) Where to Find Gold
- (C) How Much Is Gold Worth?
- (D) Making Gold Jewelry

The correct answer is (A), “Gold and Its Uses.”

### Sample Question 2

What does the author say about gold?

- (A) It costs more than any other metal.
- (B) People mostly use it for jewelry.
- (C) Several countries have gold currency.
- (D) Electronic items use large amounts of gold.

The correct answer is (B), “People mostly use it for jewelry.”

Questions 1–5 are about the following article in the school newspaper.

When the spring semester began, students at Eastern High School were met by a new science teacher. Her name is Elaine Burgess, and she has replaced Donald Young, who retired to spend time with his grandchildren.

Since Ms. Burgess has just started here, many students are curious about her background. She was kind enough to sit down for an interview with *The Quill and Paper*. According to Ms. Burgess, she received her master's degree from nearby Sanderson University only six months ago. Her M.A. is in chemistry, but she double majored in chemistry and biology as an undergraduate while simultaneously getting a minor in physics.

“I love all aspects of science,” she said. “And I’m looking forward to teaching students the things I know.” Ms. Burgess further declared that she prefers a hands-on approach to teaching science. So she expects to conduct numerous experiments in the hope of sparking students’ interest in science.

Finally, Ms. Burgess added that she welcomes student participation in her classes. “Not only can students learn from their teachers, but I believe that teachers can also learn from their students. I hope that, by working together, we can all increase our knowledge of science.”

1. Which headline best summarizes the article?
  - (A) Science Classes to Feature Hands-on Learning
  - (B) A Chat with the New Science Teacher
  - (C) The Education of Elaine Burgess
  - (D) Science Class: Does Anyone Enjoy It?
2. Based on the article, what is probably true about *The Quill and Paper*?
  - (A) It is read by every student.
  - (B) It is a new textbook.
  - (C) It was written by Ms. Burgess.
  - (D) It is the name of a newspaper.
3. Which of the following statements does paragraph 2 support?
  - (A) This is the second teaching job for Ms. Burgess.
  - (B) Ms. Burgess has been a teacher for six months.
  - (C) Ms. Burgess was a professor at Sanderson University.
  - (D) Ms. Burgess focused on science as an undergraduate.
4. What does the author point out by writing about Ms. Burgess's hope of sparking students' interest in science in line 13?
  - (A) Too many students have little scientific knowledge.
  - (B) She wants students to be curious about science.
  - (C) Science is one of the hardest subjects to learn.
  - (D) Some experiments can be dangerous for students to do.
5. What can be inferred from the article about Ms. Burgess?
  - (A) Some of her students know more about science than her.
  - (B) Her grades in graduate school were high.
  - (C) She expects her students to speak in class.
  - (D) The subject she knows the least is biology.

Questions 6–11 are about the following notice.

Attention, all students.

Several local elementary schools are in serious need of tutors. Due to cuts in their budgets, they can no longer hire tutors for their students for after-school classes. Therefore, they are looking to replace their paid tutors with volunteers. They have specifically requested tutors in math, science, and English. However, they would also like to have tutors for music, art, and penmanship classes.

If any of you are interested in tutoring young children, please talk to your home-room teacher. As a tutor, you would be expected to visit your school three times a week. You would start at 3:30 in the afternoon and teach for approximately one hour. A teacher here can provide transportation to your school and home if you require it.

To qualify as a tutor, you must have an A average in the subject you wish to teach. You must also be of good character and be willing to work with young children. Anyone who serves as a tutor will be exempted from the school's volunteer program. Those who do not do any tutoring will be expected to volunteer at least fifty hours this semester.

6. In line 4, the word specifically is closest in meaning to \_\_\_\_\_.

- (A) consistently
- (B) recently
- (C) reportedly
- (D) expressly

7. What does the author say about the local elementary schools?

- (A) They are going to hire new paid tutors.
- (B) They only need tutors in three subjects.
- (C) They would like students to serve as tutors.
- (D) They want their tutors to work every day.

8. In line 10, the word it refers to \_\_\_\_\_.

- (A) approximately one hour
- (B) transportation
- (C) your school
- (D) home

9. According to the notice, all of the following are true about tutors EXCEPT \_\_\_\_\_.

- (A) they are expected to get to the schools by themselves
- (B) they can teach students a wide variety of topics
- (C) they should go to their schools three times each week
- (D) they will finish tutoring around four thirty in the afternoon

10. What does the author imply about tutors?

- (A) It is possible for them to increase their grades by tutoring.
- (B) Not all students are qualified to work as them.
- (C) Some of them can teach students at their homes.
- (D) They should expect to get paid for their work.

11. In line 13, the phrase exempted from is closest in meaning to \_\_\_\_\_.

- (A) recommended to
- (B) excused from
- (C) requested by
- (D) appointed to

Questions 12–18 are about the following passage.

Jupiter is by far the largest planet in the solar system. It also has a force of gravity that is second in the solar system only to the sun in power. It should therefore come as no surprise that Jupiter has the most moons of all the planets. Jupiter has at least sixty-three moons and may have more waiting to be discovered. The majority of these moons are small in size, yet four are quite large. In fact, one is larger than the planet Mercury while the other three are bigger than Pluto. Together, these four moons are called Galilean moons. The reason is that they were discovered by Galileo Galilei in 1610.

The largest of the Galilean moons is Ganymede while the other three are Io, Europa, and Callisto. These moons have some characteristics that make them enticing to astronomers. For instance, Io is one of the most volcanically active bodies in the solar system. Europa, on the other hand, is covered with a thick layer of ice, yet astronomers believe that liquid water lies beneath it. Ganymede and Callisto may also have liquid water deep beneath their surfaces.

12. What is the best title for the passage?

- (A) Jupiter and Its Moons
- (B) The Galilean Moons
- (C) The Moon Ganymede
- (D) Moons in the Solar System

13. According to the passage, which is true about Jupiter's moons?

- (A) Three of them are larger than Mercury.
- (B) Most of them formed at the same time.
- (C) Some of them used to be asteroids.
- (D) There are more than sixty of them.

14. Why does the author mention Galileo Galilei?

- (A) To name the man who discovered the Galilean moons
- (B) To credit him with finding all of Jupiter's moons
- (C) To describe the work that he did in astronomy
- (D) To give the year when he did a science experiment

15. What does the author imply about Ganymede?

- (A) It is larger than Mercury.
- (B) It may have life on it.
- (C) It has more water than Earth.
- (D) It is the closest moon to Jupiter.

16. In line 11, the word enticing is closest in meaning to \_\_\_\_\_.

- (A) engaging
- (B) seductive
- (C) mysterious
- (D) appealing

17. In line 13, the word it refers to \_\_\_\_\_.

- (A) the solar system
- (B) Europa
- (C) a thick layer of ice
- (D) liquid water

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

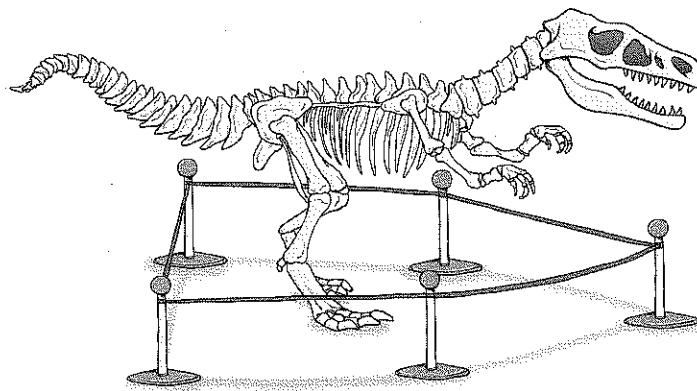
- (A) Europa is larger than Io and Callisto.
- (B) Ganymede is covered with liquid water.
- (C) Io has volcanoes that currently erupt.
- (D) Europa's orbit is longer than Io's.

**Questions 19–26** are about the following passage.

A fossil is the preserved remains of an animal or plant that died long ago. In general, the fossil has transformed into stone and either has the shape or shows the outline of a dead animal or plant. Oftentimes, only the bones and teeth of animals are preserved. In the case of plants, most fossils are simply impressions of the leaves or stems that are set in stone. There are some instances in which paleontologists have unearthed fossils that include skin and bodily tissues, such as when animals are found encased in ice or tar, but these happen rarely. No matter what the condition of the fossils scientists find, they can be used to learn a great deal of information about life on Earth in the past.

Earth is around 4.5 billion years old, and humans have been on the planet for a mere fraction of that time. Thus, fossils enable scientists to understand what life was like on Earth prior to the existence of humans. Virtually everything that is known about dinosaurs, for instance, comes from studying their fossilized remains. Scientists have learned that there was a wide variety of species of dinosaurs. Some were carnivores while others were herbivores. They also ranged in size from extremely small to incredibly large.

In addition, fossils help scientists make timelines for the distant past. In the nineteenth century, scientists concluded that different levels of the Earth contained fossils from different eras. By examining the fossils from each level, scientists were able to see how life had evolved on the planet. Later, in the twentieth century, methods of accurately dating fossils were discovered. These permitted scientists to develop something called the geological time scale. It provides a detailed picture of life on the Earth throughout different periods of time. For instance, dinosaurs first appeared around 250 million years ago and then vanished around sixty-five million years ago. Ever since then, mammals have dominated the planet. It is thanks to fossils that this kind of information is known.



19. What is the passage mostly about?
- The importance of fossils
  - Where to find fossils
  - Dinosaur fossils
  - The geological time scale
20. In line 7, the phrase encased in is closest in meaning to \_\_\_\_\_.
- applied with
  - buried at
  - covered with
  - removed from
21. In line 8, the word they refers to \_\_\_\_\_.
- skin and bodily tissues
  - animals
  - the fossils
  - scientists
22. Which of the following is true regarding fossils of plants?
- They are sometimes found in ice.
  - Most of them are not complete plants.
  - Their flowers are often preserved.
  - They are sometimes entire trees.
23. The author mentions all of the following about dinosaurs EXCEPT \_\_\_\_\_.
- how they died
  - what they ate
  - how large they were
  - how diverse they were
24. What does the geological time scale do?
- It analyzes the rocks and minerals that are found on the Earth.
  - It confirms that the Earth is more than 4.5 billion years old.
  - It shows the animals that have lived on the Earth throughout time.
  - It proves that animals such as dinosaurs once lived on the Earth.
25. Based on the passage, what is probably true about dinosaurs?
- They died when a comet hit the Earth.
  - There are no living ones on the Earth.
  - Most of them were smaller than humans.
  - They lived for more than 250 million years.
26. In line 25, the word dominated is closest in meaning to \_\_\_\_\_.
- abandoned
  - lived with
  - survived on
  - ruled

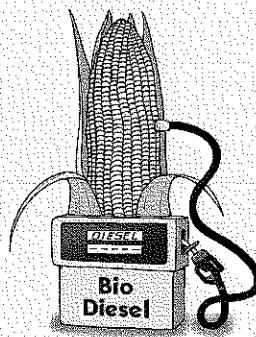
Questions 27–31 are about the following passage.

An engine is a machine that creates mechanical motion from energy. In order to do this, an engine frequently requires some type of fuel to burn. Nowadays, many engines are used to power cars and other forms of transportation. These vehicles most commonly have an internal combustion engine and rely upon gasoline for power. However, there are several types of engines that can use alternative energy sources. Many people are trying to switch to them because gasoline, which is a fossil fuel, creates pollution and is also a nonrenewable resource. Alternative energy sources, meanwhile, create less pollution and are often renewable sources of energy.

These days, engines that are able to burn biofuels are somewhat common. Biofuels are fuels that are made from biological material, such as corn, soybeans, and sugarcane. These biofuels burn cleanly, so they produce much less pollution than fossil fuels. In some countries, such as Brazil, cars with biofuel engines are standard. In fact, most of the cars in Brazil have engines that can operate on either gasoline or biofuel.

A second type of alternative engine is the electric engine. Cars with electric engines have been common for decades. Most are being used in hybrid cars at the moment. These are vehicles that have both a gasoline-powered engine and an electric one. In many cases, the gasoline-powered engine is used to operate the car at high speeds on expressways. The electric engine is utilized for city driving. One benefit of hybrid cars is that as the gasoline-powered engine runs, it simultaneously recharges the electric engine.

A third type of alternative engine is the hydrogen engine. It utilizes hydrogen fuel cells, which convert hydrogen into electricity that can power the car. These days, there are many cars and buses that rely upon hydrogen engines. However, there are some problems associated with this type of engine. The hydrogen used in the engine must be processed from other materials, and it is also difficult to store. As a result, vehicles that run on hydrogen are expensive.



27. What would be the best title for the passage?
- Biofuels: Can They Really Run Car Engines?
  - Cars to Use Internal Combustion Engines
  - New Types of Alternative Energy Engines
  - What Is the Best Type of Vehicle Engine?
28. In line 6, the word switch is closest in meaning to \_\_\_\_\_.
- remove
  - change
  - appear
  - respond
29. Based on paragraph 1, what is probably true about alternative energy sources?
- They have only been discovered recently.
  - They cost a great deal to produce.
  - They are less common than fossil fuels.
  - They are rejected by the majority of people.
30. The author uses corn, soybeans, and sugarcane as examples of \_\_\_\_\_.
- crops that are grown in Brazil
  - things that can be turned into biofuels
  - biological materials that grow quickly
  - plants that can be eaten by people

31. What does the author say about biofuels in Brazil?
- They are used more than gasoline.
  - Many Brazilians approve of them.
  - They were first discovered there.
  - Many cars there can run on them.
32. When do many hybrid cars use their electric engines?
- When being driven in the countryside
  - When being driven on city streets
  - When being driven on highways
  - When being driven on expressways
33. In line 22, the word recharges is closest in meaning to \_\_\_\_\_.
- resumes
  - repels
  - reveals
  - refreshes
34. According to the passage, all of the following statements are true about hydrogen engines EXCEPT \_\_\_\_\_.
- they cost a lot of money to operate
  - there are problems with their fuel source
  - cars and buses can both utilize them
  - renewing their batteries is difficult

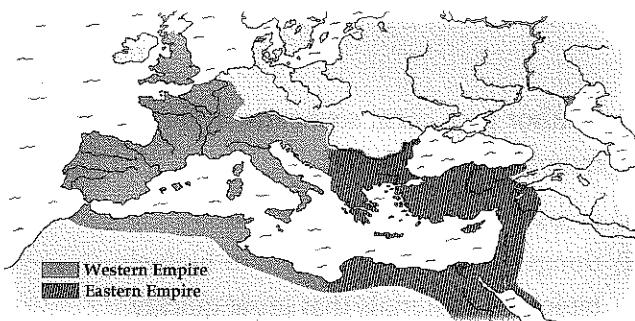
**Questions 35–P** are about the following passage.

For hundreds of years, Rome was arguably the greatest civilization in the world. It started as a small town on the Tiber River in the Italian Peninsula. Then, first as a republic and later as an empire, it grew so that it controlled a huge amount of land in Europe, North Africa, and the Middle East. Then, in the fifth century A.D., the 5 Roman Empire collapsed. Rome would never again be a great power in the world.

There were many reasons that the Roman Empire fell. For instance, there were breakdowns in its political, economic, and social organization. In addition, the empire itself had been split into two halves – an eastern and a western empire. This was done with the intention of strengthening Rome, but in reality, the move actually weakened it. The final major reason for the fall of Rome was a series of invasions of its land by Germanic tribes. In 476, they sacked Rome and overthrew the 10 last Roman emperor in the west.

For many years before its fall, Rome had been in turmoil. Emperors reigned for short periods of time before they were deposed and replaced by someone else. 15 The empire was in a seemingly constant state of civil war, which disrupted Roman society. The Romans began to depend upon foreigners to man the armies that they kept on the borders of the empire. These foreigners had little or no allegiance to the empire, so Rome's defenses were weakened. Rome's economy also went into decline. Most of the free people in the empire were either rich elites or lowly farmers. There was no strong middle class in the empire. Corruption at all levels of the 20 government caused additional economic problems.

In an effort to solve many of these problems, Emperor Diocletian split the Roman 25 Empire into two halves in the late fourth century. The Eastern Roman Empire, which later became known as the Byzantine Empire, started to flourish. Its emperor ruled from the city Constantinople, which was built by Emperor Constantine I. As for the Western Roman Empire, which was ruled from Rome, it declined further. During the fifth century, barbarian invaders conquered much of its territory. Its border lands were overrun. Finally, the last emperor, Romulus Augustus, was overthrown by Germanic invaders led by Odoacer. He 30 then assumed the title of king of Rome.



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

- (A) Emperor Diocletian of Rome
- (B) Why Empires Go into Decline
- (C) The Eastern and Western Roman Empires
- (D) The Fall of the Roman Empire

36. In line 9, the word intention is closest in meaning to \_\_\_\_\_.

- (A) regard
- (B) purpose
- (C) assumption
- (D) role

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

- (A) The first defeat suffered by Rome was in 476.
- (B) Rome engaged in a long war against Germanic tribes.
- (C) Several factors led to the eventual defeat of Rome.
- (D) Rome was invaded from both the east and west.

38. What does the author point out by writing that Rome had been in turmoil in line 13?

- (A) Rome's economy declined.
- (B) Rome was mostly at peace.
- (C) Conditions in Rome were steady.
- (D) There was disorder in Rome.

39. Which of the following is true regarding Rome's armies?

- (A) None of them was allowed to enter Rome.
- (B) The ones on the borders had many foreigners.
- (C) They were led into battle by the emperor.
- (D) They were effective at protecting the empire.

40. What did Diocletian do to the Roman Empire?

- (A) He divided it into two parts.
- (B) He weakened its borders.
- (C) He moved its wealth to Constantinople.
- (D) He used foreigners in its armies.

41. Why does the author talk about the Eastern Roman Empire?

- (A) To note that it was not conquered by Odoacer
- (B) To describe some actions of Emperor Constantine I
- (C) To prove that it outlasted the Byzantine Empire
- (D) To contrast it with the Western Roman Empire

42. In line 34, the word He refers to \_\_\_\_\_.

- (A) Emperor Diocletian
- (B) Emperor Constantine I
- (C) Romulus Augustus
- (D) Odoacer



# **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:



Why is the boy happy?

- (A) He was selected for the baseball team.
- (B) He finished doing his homework.
- (C) He got an A on his math test.
- (D) He has no more classes for the day.

The correct answer is (A), "He was selected for the baseball team."

Here is another example:



What are the speakers mainly talking about?

- (A) A paper the girl must turn in
- (B) The quality of the girl's work
- (C) The teacher's next class
- (D) The girl's next writing assignment

The correct answer is (B), "The quality of the girl's work."

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

- 1. What are the speakers talking about?**
- (A) The girl's performance at the math contest
  - (B) When the math contest is going to be held
  - (C) How to prepare for the math contest
  - (D) Which answers the girl got right at the math contest
- 2. What can be inferred about the boy?**
- (A) He has decided on his research topic.
  - (B) He enjoys taking Mr. Jacobs' class.
  - (C) He is not going to write about hyenas.
  - (D) He is doing well in Mr. Jacobs' class.
- 3. How many schools is the girl going to apply to?**
- (A) One
  - (B) Three
  - (C) Seven
  - (D) Ten
- 4. How did the girl get to school?**
- (A) By bike
  - (B) By bus
  - (C) By car
  - (D) By walking
- 5. Why does the girl mention Mrs. Haught?**
- (A) To remind the boy about some work to do in her class
  - (B) To comment on the boy's behavior in her class
  - (C) To claim that she often gets mad at her students
  - (D) To mention how embarrassed she made the students
- 6. What does the teacher imply when he says: "It would be my pleasure"?**
- (A) He is willing to help the girl improve herself.
  - (B) He can tell the girl about the program.
  - (C) He expects the girl to be accepted to the program.
  - (D) He has a good opinion of the girl.
- 7. What is the purpose of the announcement?**
- (A) To insist that the students change clothes quickly
  - (B) To ask the students to go out to the field
  - (C) To tell the students what they are going to do
  - (D) To find out which sports the students want to play
- 8. Why does the teacher suggest that the students run for office?**
- (A) Not enough students have signed up to run yet.
  - (B) She thinks they will enjoy doing student government.
  - (C) She does not want the same students being elected every year.
  - (D) The students ought to experience winning an election.
- 9. What is the teacher mainly discussing?**
- (A) John Paul Jones
  - (B) The *Bonhomme Richard*
  - (C) The *Serapis*
  - (D) The American Revolution

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. How does the girl probably feel when she says: "Can you believe what he said?"  
 (A) Upset  
 (B) Optimistic  
 (C) Anxious  
 (D) Pleased
11. What does the girl say about her teacher?  
 (A) He agreed with her thoughts in her essay.  
 (B) He knows a great deal about computers.  
 (C) He is going to look at her paper one more time.  
 (D) He hopes she can get an A this semester.
12. What can be inferred about the girl's paper?  
 (A) She wrote it in one night.  
 (B) It was the longest in the class.  
 (C) She received an A on it.  
 (D) It described the history of computers.
13. What is the boy going to do this evening?  
 (A) Rewrite his paper  
 (B) Study for an exam  
 (C) Finish his homework  
 (D) Do some research
14. What are the speakers mainly discussing?  
 (A) The girl's absence from school  
 (B) The girl's performance in class  
 (C) The girl's class presentation  
 (D) The girl's current grade
15. Why was the girl absent from school?  
 (A) She had the flu.  
 (B) She broke her arm.  
 (C) She was in a car accident.  
 (D) She went on a trip.
16. What does the teacher imply about the girl?  
 (A) Her work is not as good as that of most of her classmates.  
 (B) There is a good chance that she will get a C in his class.  
 (C) She has not completed her makeup work in her other classes.  
 (D) He believes she is trying to avoid taking her exam.
17. When does the teacher want the girl to complete her assignment?  
 (A) Tuesday  
 (B) Wednesday  
 (C) Thursday  
 (D) Friday

18. What are the speakers mostly talking about?
- (A) How often the students go on field trips
  - (B) Where the class will go on the field trip
  - (C) What the teacher expects to do on the field trip
  - (D) Why the boy is not eager to go on the field trip
19. What does the teacher mean when she says: "None taken"?
- (A) She does not understand the question.
  - (B) She is not upset by the comment.
  - (C) The boy will not lose any points.
  - (D) The boy forgot to do his work.
20. Where does the boy suggest going on a field trip?
- (A) The Civil War Museum
  - (B) The city zoo
  - (C) The local university
  - (D) The hospital laboratory
21. What will the boy probably do next?
- (A) Return to the classroom
  - (B) Continue speaking with the teacher
  - (C) Grab a book from his locker
  - (D) Get on the school bus
22. What is probably true about the speakers?
- (A) They are related to each other.
  - (B) They are studying together.
  - (C) They get similar grades.
  - (D) They take all of the same classes.
23. Why does the girl mention fast-food restaurants?
- (A) To recommend eating at one
  - (B) To ask when the boy last visited one
  - (C) To advise the boy to avoid them
  - (D) To say she ate lunch at one of them
24. What does the girl recommend that the boy do?
- (A) Eat food that is more nutritious
  - (B) Cut down on the amount of food he eats
  - (C) Start playing organized sports
  - (D) Exercise with her every day
25. What will the girl probably do next?
- (A) Give the boy some exercise advice
  - (B) Encourage the boy to study harder
  - (C) Let the boy take a short study break
  - (D) Attend her next class with the boy

26. What is the boy explaining?

- (A) How rugby developed
- (B) Why he likes rugby
- (C) How rugby and football are different
- (D) What the rules of rugby are

27. According to the boy, where did rugby start?

- (A) Australia
- (B) The United States
- (C) England
- (D) Scotland

28. Why does the boy mention William Webb Ellis?

- (A) To credit him with creating the sport of rugby
- (B) To call him the world's greatest rugby player
- (C) To claim he made the rules of rugby
- (D) To say that he won the first rugby game

29. What will the boy probably do next?

- (A) Speak some more about rugby
- (B) Answer the man's questions
- (C) Talk about being an exchange student
- (D) Take a call from a listener

30. What is the main topic of the talk?

- (A) Rare species of plants
- (B) Trees and flowers
- (C) Two types of plants
- (D) Conifers and deciduous trees

31. Why does the teacher talk about vascular plants?

- (A) To emphasize how rare they are
- (B) To describe their main features
- (C) To answer a question about them
- (D) To describe their structure in detail

32. According to the teacher, which plants are nonvascular ones?

- (A) Daisies
- (B) Oak trees
- (C) Rose bushes
- (D) Mosses

33. How do nonvascular plants reproduce?

- (A) By producing seeds
- (B) By producing pollen
- (C) By using spores
- (D) By using nuts

34. What will the teacher probably do next?

- (A) Have the students watch a video
- (B) Let the students look at some samples
- (C) Continue lecturing on plants
- (D) Show the students some pictures

- 35. What does the teacher say about mosaics?**
- (A) She likes mosaics, a very old type of art.
  - (B) She makes mosaics in her free time.
  - (C) She considers herself a mosaic artist.
  - (D) She made the mosaics she shows the class.
- 36. Why does the teacher discuss tesserae?**
- (A) To involve the students in the class discussion
  - (B) To claim that she enjoys working with them
  - (C) To get the students interested in using them
  - (D) To describe how they are used to make mosaics
- 37. What do many modern artists use to make mosaics?**
- (A) Stones
  - (B) Ceramics
  - (C) Metal
  - (D) Glass
- 38. According to the teacher, where do artists make mosaics?**
- (A) On ceilings
  - (B) On walls
  - (C) On plates
  - (D) On seashells
- 39. What are the speakers mainly discussing?**
- (A) The history of refrigeration
  - (B) Food preservation methods
  - (C) Why humans preserve food
  - (D) The difficulties of farming
- 40. What is probably true about the boy?**
- (A) He lives on a farm.
  - (B) He knows little about preserving food.
  - (C) He enjoys the teacher's class.
  - (D) He is a transfer student.
- 41. Why does the boy mention silos?**
- (A) To describe some of their disadvantages
  - (B) To point out where they are located
  - (C) To note one method of preserving food
  - (D) To describe what crops are kept in them
- 42. According to the teacher, when was refrigeration invented?**
- (A) In the seventeenth century
  - (B) In the eighteenth century
  - (C) In the nineteenth century
  - (D) In the twentieth century



# 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. For decades

- (A) the people will hear rumors
- (B) people are hearing rumors
- (C) the people hear rumors
- (D) people had heard rumors

that there was a huge landmass

located south of Australia, yet no one had been able to find it. It was not until 1820

2. that the first

- (A) guaranteed
- (B) confirmed
- (C) requested
- (D) approved

sighting of the continent of Antarctica, by a Russian

sailor, was made.

The correct answer to Sample 1 is (D), “people had heard rumors.” The correct answer to Sample 2 is (B), “confirmed.”

**Questions 1-4** refer to the following email.

Rick,

I have a minor problem, but I am pretty sure you can help me out.

1. (A) One of my parents  
 (B) Both of my parents  
 (C) Either of my parents  
 (D) Neither of my parents
- is going to be able to take me to school tomorrow morning.
2. so I guess I (A) have taken  
 (B) will be taking  
 (C) am going to have taken  
 (D) might have taken
- the bus. The only problem is that I have no
3. (A) hint  
 (B) idea  
 (C) belief  
 (D) thought
- where the school bus stops since I have never ridden on it before. You take
- the school bus, right?
4. (A) I do not mind telling you  
 (B) Would you mind telling me  
 (C) How do you mind telling me  
 (D) I would not mind telling you
- where the bus stop is and what time I need to be
- there by?

Your friend,

Tim

**Questions 5–8** refer to the following announcement.

Students,

Due to the thunderstorm that happened over the weekend, the school

5. (A) is going to suffer some water damage.  
 (B) has water damage, which was suffered.  
 (C) is damaged by water, which it suffered through.  
 (D) suffered a great deal of water damage.

You have likely noticed that several

of the rooms have water dripping from the ceilings. The cafeteria in particular

6. (A) sustained  
 (B) withheld  
 (C) retained  
 (D) replaced
- so much damage that it is in serious need of repair work at the moment.

Thus, the cafeteria will be closed for at least the next two weeks while workmen fix all of

7. the problems.
- (A) Until otherwise notified,  
 (B) By other notification,  
 (C) Being notified,  
 (D) Unless it was notified,

you should bring

8. (A) boxing  
 (B) boxes  
 (C) boxer  
 (D) boxed
- lunches, which you will eat in your homerooms.

Dennis Frazier

Principal

**Questions 9-12** refer to the following diary entry.

Dear Diary,

9. Next week, the track team is going to hold

- (A) auditions,
- (B) tryouts,
- (C) rehearsals,
- (D) exercises,

and I am going to do

10. my best

- (A) to make the team.
- (B) for making the team.
- (C) on the team that was made.
- (D) by a team I made.

For the past two months, I have been

working out on my own to get into good shape. I want to run the 400- and 800-meter

11. races, so I have been working on both my speed and

- (A) endure.
- (B) enduring.
- (C) endurable.
- (D) endurance.

I believe

12.

- (A) what is a good chance
- (B) who has a good chance
- (C) that I have a good chance
- (D) which is a good chance

to make the team because my times in both races are

better than those of some of the other members of the squad. I just hope that I perform well in front of the coaches.

**Questions 13–20** refer to the following email.

Dear Joanie,

Now that summer vacation is fast approaching, have you given any thought as to

13. (A) what you will do?  
 (B) where you will do it?  
 (C) which one you will do?  
 (D) how you will do it?

As for me, I think I am going to work in my aunt's

14. garden store. She offered me a part-time job there, and she is

- (A) deciding  
 (B) thinking  
 (C) considering  
 (D) willing

to pay me ten dollars an hour, so I think that is more than fair.

15. (A) I am working there,  
 (B) Before working there,  
 (C) By working there,  
 (D) It is there that I work,

I will be able to save a lot of money over the summer.

16. I plan to use that money

- (A) to purchase  
 (B) will purchase  
 (C) will be purchasing  
 (D) going to purchase

a telescope since I am going

17. to become

- (A) the astronomy club, which has members
- (B) a member of the astronomy club
- (C) member, which are in the astronomy club
- (D) the astronomy club's members

in the fall. But that is enough

about me; how about you? Are you going to go on that archaeological dig that the local

18. university is

- (A) lecturing?
- (B) providing?
- (C) researching?
- (D) sponsoring?

Or are you going to spend your time learning the piano

19. and

- (A) practicing with the swim team?
- (B) to practice with the swim team?
- (C) swimming practice with the team?
- (D) teaming up during swimming practice?

Whatever you decide to do,

20.

- (A) my hope is for each of us
- (B) I have hopes for each of us
- (C) I hope that each of us
- (D) each of us has hope

has enough time to hang out during vacation.

Your friend,

Kendra

**Questions 21-28** refer to the following magazine article.

21. It may sound surprising, but there is a shortage of doctors at the moment. And

- (A) short
- (B) shortage
- (C) shorter
- (D) shortening

22. this problem is only going to increase in the future as the population ages.

- (A) repeal
- (B) implode
- (C) experience
- (D) increase

There are a number of reasons there are not enough doctors. One is that many doctors

23. are becoming frustrated by the amount of paperwork that they

- (A) restricted
- (B) confined
- (C) frustrated
- (D) detained

24. to do, so

- (A) obligate
- (B) will obligate
- (C) are obligated
- (D) have been obligated

25. while they are still young. Additionally, due to the

- (A) they are going to retire
- (B) they are choosing to retire
- (C) after choosing, they retire
- (D) they are in their retirement

several years of schooling a person must receive in order to become a doctor, many individuals are opting for career paths that do not keep them in school

- 26.
- (A) until their early thirties.
  - (B) since they are in their thirties.
  - (C) before they are in their thirties.
  - (D) in their thirties at the earliest.

Finally, a large number of medical school students

27. graduate but then only

- (A) practice
- (B) treat
- (C) diagnose
- (D) establish

medicine for a few years before they quit in

28. favor of engaging in some other activity.

- (A) Factors, having been combined,
- (B) With some combination of factors,
- (C) When these factors are combined,
- (D) Some combination of factors,

the result is that the country needs tens of thousands more doctors.

**Questions 29–36** refer to the following letter.

Dear Sir/Madam,

29. We at Chesterfield Academy

- (A) encourage
- (B) endorse
- (C) endeavor
- (D) enjoy

to provide our students with an education

30. what most receive. In addition, we seek to graduate well-rounded

- (A) better for
- (B) better than
- (C) the best of
- (D) the best for

31. students

- (A) which are related to education,
- (B) that is educated,
- (C) what is high education,
- (D) who are highly educated,

athletically inclined, and model citizens.

To do this is costly; thus, we require a great amount of funding.

32. Unfortunately, the money that we receive in

- (A) gifts
- (B) fines
- (C) grants
- (D) tuition

from our students is not

33. enough to cover these costs. This year,

- (A) we have raised
- (B) we would like to raise
- (C) we wanted a raise
- (D) we are giving a raise of

2.5 million dollars in donations. The money that we receive will be spent in several ways. For instance, we will use some money to establish a scholarship fund for students

- 34.
- (A) with families and low incomes.  
 (B) by low-income families.  
 (C) from families with low incomes.  
 (D) in families for low incomes.

These scholarships will enable us to accept

35. high-quality students who would otherwise not be able to

- (A) cost  
 (B) spend  
 (C) afford  
 (D) purchase

to attend our

school. We also hope to provide several buildings, including the gymnasium and auditorium,

36. with
- (A) more advanced facilities,  
 (B) more facilities that advanced,  
 (C) the most facilities that advanced,  
 (D) as most advanced as the facilities,

and we intend to hire three new faculty

members. If you can make a donation to our school, we would greatly appreciate it.

Donald Ritter

Headmaster

**Questions 37-42** refer to the following essay.

37. An orchestra is a large assemblage of musicians who

- (A) play
- (B) plays
- (C) are playing
- (D) will play

various

instruments. Four major musical instrument groups – strings, woodwinds, brass horns, and

38. percussion instruments – are

- (A) listened
- (B) participated
- (C) represented
- (D) appointed

orchestra. The strings

39.

- (A) include
- (B) involve
- (C) contain
- (D) consist

of violins, violas, cellos, and double basses, but many orchestras also have

a harp. Flutes, piccolos, saxophones, oboes, and bassoons are the woodwind instruments

40.

- (A) which have appeared.
- (B) that appear.
- (C) what are appearing.
- (D) which appeared.

Included among the brass instruments are trumpets,

trombones, tubas, and French horns. Finally, the percussion instruments are drums, cymbals, triangles, gongs, xylophones, and bells. In addition, there are typically one or two

41. pianos in an orchestra.

- (A) The musicians are grouped together
- (B) A group of musicians together
- (C) Grouped together, the musicians
- (D) Some musicians, who are grouped together,

in a crescent

shape in front of the conductor. The strings are usually in the front on the left and right while the woodwinds are in the center behind the strings with the brass instruments behind

42. them. The percussion instruments are always located at the

- (A) stern
- (B) border
- (C) rear
- (D) front

of the orchestra.

# 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

One of the most valued metals in the world is gold. It is an extremely versatile metal which accounts for its high price. While the vast majority of gold is used to make jewelry, it has other applications. For instance, gold is found in many electronic devices because it conducts electricity so well. It is also used as currency and has some medical applications.

### Sample Question 1

What would be the best title for this passage?

- (A) Gold and Its Uses
- (B) Where to Find Gold
- (C) How Much Is Gold Worth?
- (D) Making Gold Jewelry

The correct answer is (A), “Gold and Its Uses.”

### Sample Question 2

What does the author say about gold?

- (A) It costs more than any other metal.
- (B) People mostly use it for jewelry.
- (C) Several countries have gold currency.
- (D) Electronic items use large amounts of gold.

The correct answer is (B), “People mostly use it for jewelry.”

Questions 1-7 are about the following letter.

Dear Thomas,

I am curious as to whether or not you are still planning to go on that skiing trip with your family this winter vacation. I ask because, if you are not going, you might find this program I heard about today to be interesting. Apparently, Westfield State University, our local college, is going to hold an art seminar for thirty students.

According to the brochure I have, three of the school's top faculty members are going to teach the seminar. They are planning to focus on painting. But there will also be lessons on sculpture and etching. And here is the best part: It does not cost anything to attend the seminar. However, you have to apply for a position. You can do that by submitting a sample of your work. I know how much you love art, so this could be a great opportunity for you. You probably do not want to give up going skiing, but this is a once-in-a-lifetime event. You might not want to pass up this chance. Let me know if you need any more information.

Your friend,  
Susan

1. Why did the author write this letter?
  - (A) To describe her winter plans
  - (B) To discuss an upcoming art exhibit
  - (C) To recommend a special program
  - (D) To compliment the local college
  
2. What does the author indicate about Thomas's plans for winter vacation?
  - (A) He is going to take some art classes.
  - (B) He will go on a trip with his family.
  - (C) He will learn how to ski at a resort.
  - (D) He is going to travel abroad somewhere.
  
3. What can be inferred from the letter about Westfield State University?
  - (A) It is one of the top schools in the state.
  - (B) It is located near the home of the author.
  - (C) It offers several programs during winter.
  - (D) High school students can take regular classes there.
  
4. Which of the following is NOT mentioned about the seminar?
  - (A) Where it is going to be
  - (B) How long it is going to last
  - (C) How many students may take it
  - (D) What is going to be taught
  
5. According to the letter, how can a student get into the seminar?
  - (A) By applying online
  - (B) By getting recommended by a teacher
  - (C) By sending in a work of art
  - (D) By paying an entrance fee
  
6. In line 12, the phrase pass up is closest in meaning to \_\_\_\_\_.
  - (A) omit
  - (B) ignore
  - (C) forget
  - (D) miss
  
7. What can be inferred from the letter about the author?
  - (A) She intends to apply to the seminar along with Thomas.
  - (B) She believes Thomas will not get a similar chance again.
  - (C) She thinks that she is a better artist than Thomas.
  - (D) She took part in the seminar the previous year.

**Questions 8-13** are about the following announcement.

Students,

You all need to know that Ms. Melvin, the tenth grade history teacher, is going to be unable to complete the spring semester. Ms. Melvin suffered some serious injuries in a car crash over the weekend. She remains hospitalized and is not expected to be released until sometime during the summer. Fortunately, her doctors believe that she will make a complete recovery. You can feel free to drop by and see how she is doing at Memorial Hospital during regular visiting hours. She will surely appreciate the company.

To replace Ms. Melvin, a new teacher has been hired. His name is Mr. Potter, and he comes from Centerville High School, where he was employed as a substitute teacher. Mr. Potter was highly recommended by the principal of Centerville High School, and we are optimistic that you will enjoy taking classes with him. Please be sure to welcome him to the school. We expect you to be on your best behavior during the final month of the semester and to treat Mr. Potter as you do all of our other faculty members.

Paul Delaney  
Principal

8. What is the purpose of this announcement?

- (A) To discuss a change in teachers
- (B) To announce the firing of a teacher
- (C) To praise Ms. Melvin for her work
- (D) To tell a story about Mr. Potter

9. What happened to Ms. Melvin?

- (A) She transferred to another school.
- (B) She resigned her position.
- (C) She got employed at a hospital.
- (D) She was hurt in an accident.

10. In line 12, the word optimistic is closest in meaning to \_\_\_\_\_.

- (A) appreciative
- (B) determined
- (C) positive
- (D) convinced

11. In line 13, the word welcome is closest in meaning to \_\_\_\_\_.

- (A) thank
- (B) greet
- (C) admit
- (D) approve of

12. Based on the announcement, what is probably true about Mr. Potter?

- (A) He has never worked full time before.
- (B) He has a master's degree in history.
- (C) He recently graduated from school.
- (D) His principal liked the work he did.

13. What does the principal tell the students to do?

- (A) Behave nicely to Mr. Potter
- (B) Study hard in their classes
- (C) Call Ms. Melvin and speak with her
- (D) Organize a visit to the hospital

Questions 14–19 are about the following passage.

While Western medicine is common throughout the world, it is not the only type of medicine that people practice. Another kind of medical treatment is known as acupuncture. In general, it is considered to be an alternative type of medicine. It was developed in China well over one thousand years ago, but exactly when and 5 how it was created remain mysteries. Acupuncture involves the inserting of multiple needles into the body. The needles are placed at certain points in the body depending on the type of problem the patient has. According to the theory behind acupuncture, there are places on the skin that are connected to different parts of the body. By pricking the skin with needles at these points, an acupuncturist can 10 help a patient either relieve pain or cure various problems.

Acupuncture is popular in many parts of Asia. It is also becoming more common and attracting new patients in Europe and North America. But many people believe it is ineffective. The main reason they feel that way is that it is difficult to understand how the entire process works. Research into acupuncture's capabilities has yielded varying results. Some studies show that it is quite effective 15 at relieving pain. Other ones, however, claim that it is merely like a placebo. In other words, people believe acupuncture treatment will be effective, so it winds up helping them.

14. What is the best title for the passage?

- (A) A New Type of Medicine
- (B) All about Acupuncture
- (C) Western Medicine vs. Acupuncture
- (D) Acupuncture: Does It Work?

15. What does the author imply about acupuncture?

- (A) Its origins are not precisely known.
- (B) Some Western doctors use it.
- (C) It costs less than Western medicine.
- (D) The needles used vary in size.

16. Which of the following statements does paragraph 1 support?

- (A) The needles used can sometimes hurt the patients.
- (B) Most of the needles are inserted in the patient's back.
- (C) Acupuncturists use more than one needle at a time.
- (D) Most acupuncture is used to treat fatal diseases.

17. Where is acupuncture becoming practiced more often?

- (A) In Asia
- (B) In Australia
- (C) In Africa
- (D) In Europe

18. In line 13, the word ineffective is closest in meaning to \_\_\_\_\_.

- (A) useless
- (B) doubtful
- (C) abnormal
- (D) fraudulent

19. In line 16, the word ones refers to \_\_\_\_\_.

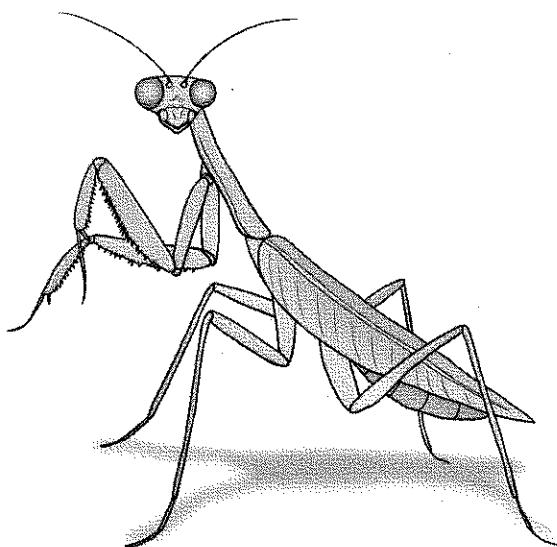
- (A) practitioners
- (B) acupuncture's capabilities
- (C) varying results
- (D) studies

**Questions 20–25** are about the following passage.

One of the most effective predators among all insects is the praying mantis. This animal is about twelve to fifteen centimeters in length and is either green or brown in color. That enables it to blend in with its natural habitats, which are forests and jungles. The praying mantis has a large triangular-shaped head and five eyes. Two 5 of them are large compound eyes while there are also three smaller simple eyes in the middle. They combine to give the insect an exceptional range of vision. The distinguishing feature of the praying mantis is its two large front legs. They are raised up, which makes the insect appear as if it is praying like a person in a church.

Its front legs as well as its blinding speed are the keys to the hunting skills of the 10 praying mantis. It eats other insects, especially moths, crickets, grasshoppers, and flies. It typically lies in wait so that it can ambush its prey. When an insect walks, hops, or flies by, it swiftly pounces and grabs the insect with its front legs. The legs have barbs on them, which make it easier for the praying mantis to hold a struggling insect. Once it catches an insect, the praying mantis then uses its powerful 15 mandibles to eat its catch.

A praying mantis has a life span of around twelve months. At some point during its life, the insect mates. On many occasions, right after the male and female mate, the female kills and eats the male. Sometime later, she lays up to 400 eggs at 20 a time. These eggs subsequently hatch into nymphs – immature adults. They are small, have no wings, and cannot reproduce. Gradually, they transform into adult praying mantises.



20. What is the passage mainly about?

- (A) The characteristics of the praying mantis
- (B) How the praying mantis catches its prey
- (C) The mating habits of the praying mantis
- (D) Where the praying mantis typically lives

21. Which of the following is NOT mentioned in the passage about the praying mantis?

- (A) The number of eyes that it has
- (B) Where it typically can be found
- (C) The quality of its vision
- (D) The animals that often hunt it

22. What does the author point out by writing about the praying mantis using its blinding speed in line 9?

- (A) It can move very quickly.
- (B) It cannot see well.
- (C) Its reaction time is slow.
- (D) Its look can paralyze some creatures.

23. The author uses moths, crickets, grasshoppers, and flies as examples of

- (A) predators that are threats to the praying mantis
- (B) creatures that live together with the praying mantis
- (C) animals that the praying mantis usually ignores
- (D) animals that the praying mantis often consumes

24. What does the author point out by writing about the praying mantis holding a struggling insect in line 13?

- (A) The insect is fighting the praying mantis.
- (B) The praying mantis is hunting the insect.
- (C) The insect is trying to escape.
- (D) The praying mantis is eating the insect.

25. What does the author say about praying mantis nymphs?

- (A) They kill and eat other praying mantises.
- (B) They lack the wings that adults have.
- (C) They can function like mature adults.
- (D) They are capable of laying eggs.

Questions 26–32 are about the following story.

Last Monday morning, the students in Mr. Morrison's science classes were excited. They were having their annual science fair. All of the students had worked hard to come up with something for the event, and they were ready to display the results of their work.

5     The students set up their exhibits inside the school gym. There were more than 100 displays in all. Some of the displays were large and impressive creations made by the students while others showed the outcomes of experiments that students had conducted in laboratories.

10    The judges walked around and looked carefully at all of the exhibits. They took notes on all of them. Then, they spoke with several teachers before making their final decisions.

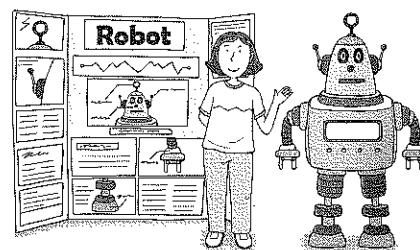
15    “May I have your attention, please,” said Mr. Morrison. “To begin with, I’d like to thank the students for the great work they did this year. This is clearly the best science fair we’ve ever had.” The students all cheered after hearing Mr. Morrison make that remark.

20    “The judges have selected the winners of the science fair. First, I’d like to announce the third-place winner. I know she had a lot of fun doing her experiment in the lab. And the judges loved her work. So let’s congratulate Sarah Rafael for the research that she did on bacteria.” Everyone in the audience clapped as Sarah went to the front to receive her prize.

“The second-place winner,” said Mr. Morrison, “made a unique contribution to the science fair. He designed and programmed his own computer game, which I know many of you had fun with. Let’s congratulate Tim Simpson, the second-place winner.”

25    After Tim received his prize, Mr. Morrison spoke one more time. “And now it’s the moment we’ve all been waiting for. The first-place winner’s work was breathtaking. In fact, I’ve never seen a better robot made by anyone.

30    So let’s congratulate Molly Smith. She’s this year’s winner of the science fair.”



26. What would be the best title for the story?

- (A) Molly Smith's Science Project
- (B) Let's See Who Won the Science Fair
- (C) Mr. Morrison's Students
- (D) The School Science Fair

27. In line 7, the word outcomes is closest in meaning to \_\_\_\_\_.

- (A) appearances
- (B) outlines
- (C) expectations
- (D) results

28. In line 10, the word their refers to \_\_\_\_\_.

- (A) the judges
- (B) all of the exhibits
- (C) notes
- (D) several teachers

29. Based on his comments, what does Mr. Morrison think about this year's science fair?

- (A) It is the best ever at the school.
- (B) It could have been better.
- (C) It has some good entrants.
- (D) It needs more creative experiments.

30. What did Sarah Rafael do for the science fair?

- (A) She created a computer game.
- (B) She experimented with bacteria.
- (C) She built her own robot.
- (D) She wrote a computer program.

31. What can be inferred from the story about Tim Simpson?

- (A) His science project is something people can play.
- (B) He believes he should have come in first place.
- (C) He worked with Mr. Morrison to do his project.
- (D) His parents assisted him in doing his project.

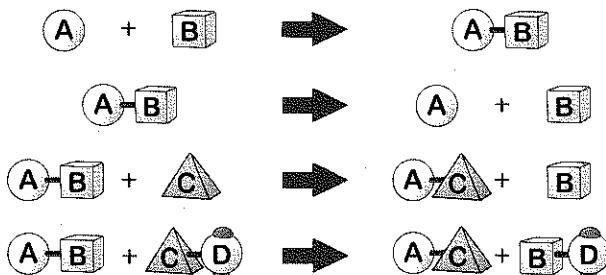
32. In line 28, the word breathtaking is closest in meaning to \_\_\_\_\_.

- (A) magnificent
- (B) original
- (C) unmatched
- (D) imaginative

**Questions 33–42** are about the following passage.

When two or more different elements or compounds are combined, they often produce a chemical reaction. What kind of reaction takes place depends upon the elements or compounds that are involved. In all cases, however, when there is a chemical reaction, a new compound is formed. There is not merely a physical change like there is during a physical reaction. For instance, when ice melts and becomes water, that is not a chemical change; it is a physical one. The reason is that, chemically speaking, the ice and water are the same thing. They are only in different physical states. There are six main types of chemical reactions. They are combustion, synthesis, decomposition, single-displacement, double-displacement, and acid-base reactions.

- 10 Combustion happens when oxygen combines with another compound. When this occurs, heat and fire are produced. A catalyst, such as a spark, is needed for combustion to take place. One example of this is when gas and oxygen burn in a car's engine. The spark plugs in the engine provide the fire necessary to initiate the chemical reaction.
- 15 As for synthesis, it happens when two elements or compounds combine to form a new compound. For example, hydrogen and oxygen can unite to form water, and sodium and chlorine can come together to form salt. Decomposition is the reverse. When it takes place, a compound breaks down into its basic components. Thus, water transforms into hydrogen and oxygen atoms while salt becomes sodium and chlorine.
- 20 A single-displacement reaction happens when one element replaces another one in a compound. As an example, copper and silver nitrate can undergo a chemical reaction. The copper displaces the silver and forms copper nitrate. And the silver comes to exist as individual crystals. A double-replacement reaction happens when different parts of two compounds swap places to form two new compounds. For instance, lead nitrate can combine with potassium iodide. After a chemical reaction, two new compounds – lead iodide and potassium nitrate – are formed. Last of all, acid-base reactions occur when an acid and base are combined. After exchanging protons, the two compounds form water as well as some kind of salt.
- 25



33. What would be the most appropriate headline for this article?

- (A) Physical and Chemical Reactions
- (B) How Chemical Reactions Occur
- (C) Combining Two Elements
- (D) What Kind of Reaction Is It?

34. Which of the following is true regarding chemical reactions?

- (A) Some elements are unable to react with others.
- (B) They must include a solid and a liquid.
- (C) The compounds involved change states of matter.
- (D) They result in the formation of a new compound.

35. According to the passage, all of the following are chemical reactions EXCEPT

- (A) single-displacement reactions
- (B) decomposition reactions
- (C) physical reactions
- (D) synthesis reactions

36. In line 11, the word catalyst is closest in meaning to \_\_\_\_\_.

- (A) medium
- (B) sponsor
- (C) conversion
- (D) tool

37. What example does the author use to show a combustion reaction?

- (A) Ice melting and becoming water
- (B) Gas and oxygen producing heat and fire
- (C) Water breaking down into hydrogen and oxygen
- (D) Copper and silver nitrate combining

38. Why does the author mention sodium and chlorine?

- (A) To give the chemical formula for salt
- (B) To provide an example of a synthesis reaction
- (C) To contrast them with hydrogen and oxygen
- (D) To prove that synthesis and decomposition are similar

39. In line 18, the word it refers to \_\_\_\_\_.

- (A) a new compound
- (B) water
- (C) salt
- (D) decomposition

40. In line 18, the word components is closest in meaning to \_\_\_\_\_.

- (A) parts
- (B) atoms
- (C) traits
- (D) kinds

41. In line 24, the word swap is closest in meaning to \_\_\_\_\_.

- (A) reveal
- (B) commit to
- (C) trade
- (D) join

42. What happens during an acid-base reaction?

- (A) Two elements combine.
- (B) Two elements change places.
- (C) A compound breaks down.
- (D) Salt and water are formed.



# **Practice Test**

# **03**



# 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:



Why is the boy happy?

- (A) He was selected for the baseball team.
- (B) He finished doing his homework.
- (C) He got an A on his math test.
- (D) He has no more classes for the day.

The correct answer is (A), "He was selected for the baseball team."

Here is another example:



What are the speakers mainly talking about?

- (A) A paper the girl must turn in
- (B) The quality of the girl's work
- (C) The teacher's next class
- (D) The girl's next writing assignment

The correct answer is (B), "The quality of the girl's work."

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

- 1. What do the students imply about Ms. Reardon?**
- (A) She is the students' favorite instructor.
  - (B) She is the social studies teacher.
  - (C) She plans to retire soon.
  - (D) She teaches the students before noon.
- 2. When is the Spanish club going to meet?**
- (A) During lunchtime today
  - (B) After school today
  - (C) Tomorrow before school
  - (D) Tomorrow in the afternoon
- 3. Why does the teacher mention the student's parents?**
- (A) To thank the student for introducing them
  - (B) To request a meeting with them
  - (C) To mention they need to sign his permission slip
  - (D) To say they can help him with his work
- 4. Why is the student discussing her homework?**
- (A) To find out why an answer was wrong
  - (B) To ask to turn it in at a later time
  - (C) To determine when she must submit it
  - (D) To find out her grade on it
- 5. What is the girl going to do in the evening?**
- (A) Call the boy on the telephone
  - (B) Send the boy an email
  - (C) Visit the boy at his home
  - (D) Do a science experiment with the boy
- 6. What is the teacher mainly explaining?**
- (A) When the boy's performance will be
  - (B) Why the boy needs to take speech lessons
  - (C) What type of speech the boy should make
  - (D) How the boy can raise his grade
- 7. What is the purpose of the announcement?**
- (A) To describe where the crosswalk is
  - (B) To provide some safety tips
  - (C) To announce a safety inspection
  - (D) To warn students about accidents
- 8. What will the teacher probably do next?**
- (A) End class for the day
  - (B) Answer any questions the students have
  - (C) Continue speaking to the class
  - (D) Show the students a map
- 9. What is the teacher mainly talking about?**
- (A) An upcoming exam
  - (B) The students' essays
  - (C) How to type properly
  - (D) The five-paragraph style

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 does the teacher say about the girl's paper?
- (A) It was the best one in the class.
  - (B) She received a 99 on it.
  - (C) She made more than one mistake.
  - (D) It needs to be revised a lot.
11. What does the girl imply when she says this: "I think I remember hearing something about the competition"?
- (A) She knows very little about the competition.
  - (B) She is interested in learning more about the event.
  - (C) She wants the teacher to continue speaking to her.
  - (D) She is going to do some research on the event.
12. What does the teacher suggest about the student?
- (A) She does not need to prepare for the competition.
  - (B) The other students write better than she does.
  - (C) It is important that she write in her journal every day.
  - (D) Her writing qualifies her for the competition.
13. What is the student going to do after school today?
- (A) Submit her essay to the competition
  - (B) Meet the teacher in the classroom
  - (C) Go over essays with some other students
  - (D) Revise the essay that she just wrote
14. What are the students mainly discussing?
- (A) Their current majors
  - (B) Their plans for college
  - (C) Their graduation ceremony
  - (D) Their summer jobs
15. What can be inferred about the girl?
- (A) She is going to attend an elite college.
  - (B) She has already found a summer job.
  - (C) She gets better grades than the boy.
  - (D) She cannot afford to travel abroad.
16. What is the girl thinking about majoring in?
- (A) Physics
  - (B) Biology
  - (C) Chemistry
  - (D) Math
17. When is the boy going to choose his college major?
- (A) Before his freshman year
  - (B) During his freshman year
  - (C) During his sophomore year
  - (D) After his sophomore year

- 18. What are the speakers talking about?**
- (A) The boy's sources for his paper
  - (B) The best websites to use
  - (C) Reference books in the library
  - (D) How the boy can improve his grade
- 19. What does the teacher say about the boy's work?**
- (A) It is not long enough.
  - (B) It contains factual mistakes.
  - (C) It makes poor arguments.
  - (D) It lacks enough sources.
- 20. Why does the teacher mention schools and government agencies?**
- (A) To provide the addresses of their websites
  - (B) To recommend their websites to the boy
  - (C) To compare them with magazines, journals, and newspapers
  - (D) To claim that they always have websites
- 21. Why does the teacher talk about the library?**
- (A) To note that the boy can access the Internet there
  - (B) To recommend that the boy check out some books from it
  - (C) To suggest that the boy use the reference books in it
  - (D) To say that it is a quiet place where the boy can do research
- 22. What did the girl do during summer vacation?**
- (A) She learned to play the piano.
  - (B) She took flute lessons.
  - (C) She practiced the clarinet.
  - (D) She played in an orchestra.
- 23. What can be inferred about the boy?**
- (A) He can play a musical instrument.
  - (B) He is the girl's best friend.
  - (C) He belongs to an athletic team.
  - (D) He does not do any extracurricular activities.
- 24. According to the boy, what is true about the school orchestra?**
- (A) Its director is very unpopular.
  - (B) It will give a performance in one month.
  - (C) It has had the same director for ten years.
  - (D) It has a low number of members.
- 25. What is the girl going to do after lunch today?**
- (A) Audition for the orchestra
  - (B) Practice with the orchestra
  - (C) Take a private music lesson
  - (D) Go to Mr. Spartan's office
- 26. What is the main topic of the talk?**
- (A) The world's fastest airplanes
  - (B) The breaking of the sound barrier
  - (C) Captain Chuck Yeager
  - (D) The Bell X-1 and the Concorde

- 27. Why does the teacher mention the Bell X-1?**
- (A) To compare it with the B-29 Superfortress
  - (B) To describe its highly advanced engine in detail
  - (C) To say it was Captain Chuck Yeager's favorite airplane
  - (D) To name the first plane to exceed the speed of sound
- 28. What does the teacher suggest about the sound barrier?**
- (A) It can cause physical pain to people when it is exceeded.
  - (B) There were many incorrect theories about it before it was broken.
  - (C) The speed needed to break it depends upon a person's altitude.
  - (D) It does not always produce sonic booms when it is exceeded.
- 29. According to the teacher, what was the first passenger airplane to break the speed of sound?**
- (A) The Concorde
  - (B) The Bell X-1
  - (C) The Tupolev Tu-144
  - (D) The B-29 Superfortress
- 30. What is the subject of the talk?**
- (A) Different types of plants
  - (B) Roots, stems, and leaves
  - (C) The root systems of plants
  - (D) Nutrients that plants need
- 31. What does the teacher say about roots?**
- (A) Some of them can grow above the ground.
  - (B) They do not grow deep underground.
  - (C) Most of them resemble taproots.
  - (D) They remove nutrients from the ground.
- 32. According to the teacher, which plants have taproots?**
- (A) Desert plants
  - (B) Pine trees
  - (C) Bushes
  - (D) Flowers
- 33. Why does the teacher talk about desert plants?**
- (A) To describe their root systems
  - (B) To claim they need very little water
  - (C) To point out that they have unique stems
  - (D) To discuss their leaves in detail
- 34. What will the teacher probably do next?**
- (A) Start a class discussion
  - (B) Show some pictures of root systems
  - (C) Begin talking about stems
  - (D) Explain the functions of leaves
- 35. What is the main topic of the discussion?**
- (A) When modern humans evolved
  - (B) How people moved to other continents
  - (C) Why early humans left Africa
  - (D) Which parts of Africa modern humans lived in

- 36. Why does the girl suggest that the Middle East is a desert environment?**
- (A) To disagree with one of the boy's statements
  - (B) To compare it with the region where she lives
  - (C) To argue that few humans can survive there
  - (D) To contrast its climate with that of Africa's
- 37. What does the teacher imply about the Middle East?**
- (A) Modern humans might have evolved there.
  - (B) It has enough water to support large communities of people.
  - (C) The first human civilizations were established in it.
  - (D) Its climate has undergone changes over the years.
- 38. What does the teacher say about wars in Africa?**
- (A) There is little archaeological evidence of them.
  - (B) They were fought on a fairly large scale.
  - (C) Most of them lasted for a long period of time.
  - (D) The losers of them might have left the continent.
- 39. Why does the teacher mention *Beowulf*?**
- (A) To describe the events in the poem
  - (B) To claim it was written in the Old English period
  - (C) To point out the difficulty of reading the story
  - (D) To tell the students how much he likes it
- 40. What does the teacher suggest about Middle English?**
- (A) It resembles modern English very much.
  - (B) It has more interesting literature than Old English.
  - (C) It borrowed many words from other languages.
  - (D) It is easier to read than Old English.
- 41. What did Geoffrey Chaucer write?**
- (A) *Le Morte d'Arthur*
  - (B) *The Canterbury Tales*
  - (C) *Sir Gawain and the Green Knight*
  - (D) *Pearl*
- 42. What is probably true about the teacher?**
- (A) He cannot read Old English.
  - (B) He likes Middle English poetry.
  - (C) He is eager to teach Renaissance literature.
  - (D) He writes poems in modern English.



# 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. For decades, (A) the people will hear rumors  
(B) people are hearing rumors  
(C) the people hear rumors  
(D) people had heard rumors that there was a huge landmass

located south of Australia, yet no one had been able to find it. It was not until 1820

2. that the first (A) guaranteed  
(B) confirmed  
(C) requested  
(D) approved sighting of the continent of Antarctica, by a Russian

sailor, was made.

The correct answer to Sample 1 is (D), “people had heard rumors.” The correct answer to Sample 2 is (B), “confirmed.”

**Questions 1-4** refer to the following brochure.

Due to demand by both students and parents, the school has decided

1. (A) adding three new courses  
 (B) to add three new courses  
 (C) with the adding of three new courses  
 (D) on three new courses added

starting next semester. All three of these

2. classes are (A) necessities  
 (B) workshops  
 (C) electives  
 (D) majors

and are accordingly not required for students to graduate.

In addition, the classes are limited in size to twenty-five students. If there are fewer than twenty-five students who register for each class, then all of those individuals may

3. (A) enroll  
 (B) register  
 (C) enlist  
 (D) participate

in them. If, however, more than twenty-five students try to sign up,

4. a lottery will be held to determine

- (A) with whom students will take them.  
 (B) why students can take them.  
 (C) when students are taking them.  
 (D) which students can take them.

The new classes and their instructors are:

Class	Instructor	Time
Economic	Mr. Chandler	9:00 – 9:50
Computer Programming	Mrs. Estevez	1:00 – 1:50
Ethic	Mr. Alkenstone	3:00 – 3:50

**Questions 5–8** refer to the following article in the student newspaper.

On Friday, April 10, school headmaster David Jones announced that

5. (A) the school has planned to  
 (B) having planned, the school  
 (C) the school has plans for  
 (D) with planning, the school has

the renovation of both its science laboratories over

the summer. The school realizes the need to modernize the lab equipment to make its

6. students (A) more competitive  
 (B) the most competitive  
 (C) as competitive as  
 (D) so competitive that

with those individuals at other area schools. Thanks

to a grant from the Wilson Foundation, the school now has access to enough financial

7. (A) resources  
 (B) materials  
 (C) abilities  
 (D) skills

to accomplish this goal. The renovations are set to take place during

8. the summer, and they

- (A) will complete  
 (B) must have completed  
 (C) should be complete  
 (D) are complete

before students return to school for

the start of the fall semester.

**Questions 9–12** refer to the following announcement.

To all students,

9. The school has decided to

- (A) alter
- (B) attune
- (C) administer
- (D) arrange

its policy on how students can make up any

examinations they miss due to being absent from an illness.

According to the new policy, if someone cannot take a test because he or she is sick,

10. the student must provide a note from a

- (A) license
- (B) licenses
- (C) licensed
- (D) licensing

doctor.

Failure to provide a note will result in the student's excuse not being accepted. Then, the student must work with the class instructor to find a mutually

11. acceptable time

- (A) making up an examination.
- (B) taking a made-up examination.
- (C) to take a makeup examination.
- (D) take an examination to make up.

However,

12.

- (A) all tests must be completed
- (B) you are completing all the tests
- (C) tests are all being completed
- (D) completing all of the tests

within one week of the student's return to school.

**Questions 13-90** refer to the following letter.

Dear Students,

13. (A) We have nearly time  
(B) It is almost time  
(C) There is some time  
(D) They have the time to start another school year, and I hope all of you are

14. (A) more excited  
(B) the most excited  
(C) the most excited of  
(D) as excited as the faculty, staff, and I are. There have been a few changes at

the school that you need to be aware of. To begin with, we have

15. (A) interviewed  
(B) transferred  
(C) attained  
(D) hired an extra member of the faculty. Bruce Thompson is our

16. (A) newer  
(B) newer than  
(C) newest  
(D) the newest math instructor, and he will teach both calculus and geometry.

17. We believe that all of you (A) enjoy  
(B) are enjoying  
(C) will enjoy  
(D) have enjoyed taking classes with Mr. Thompson.

Secondly, you will all be pleased to see that we have added a computer laboratory to the main building. The laboratory has twenty state-of-the-art computers,

18. which I am everyone will put to good use.

- (A) positive
- (B) concerned
- (C) aware
- (D) alert

19. we have added more than 500 new books to the school library.

- (A) Lastly, for all,
- (B) Lastly, with all,
- (C) Last in all,
- (D) Last of all,

These books were donated by Julie Johnson, a school alumna,

- 20.

- (A) who graduated in 1987.
- (B) that will graduate in 1987.
- (C) which was graduated in 1987.
- (D) when it was 1987, graduated.

Sincerely,

Robert Bailey  
Principal

**Questions 21-23** refer to the following essay.

21.

- (A) discovered  
 (B) provided  
 (C) approved  
 (D) resulted

a number of advantages for people. For example, people use the Internet

22. and

- (A) to entertain.  
 (B) to entertaining.  
 (C) to be entertained.  
 (D) to be entertaining.

Unfortunately, some people use the Internet for illegal

23. purposes.

- (A) Downloading files from the Internet  
 (B) The Internet and the downloaded files  
 (C) They, after using the Internet to download files  
 (D) By using the Internet to download files

without paying for

24. them is one of

- (A) as common as  
 (B) more common  
 (C) most common  
 (D) the most common

illegal activities people utilize the Internet for.

The main things that people illegally download are music, movies, TV programs, and books.

25. This Internet piracy,

- (A) which they are called,
- (B) what it was called,
- (C) as it is called,
- (D) how it was called,

costs the makers of these products

billions of dollars a year. In the past decade, sales of music CDs and movie and TV

26. program DVDs have

- (A) manufactured
- (B) staggered
- (C) removed
- (D) declined

considerably. Many people simply download

27. TV shows and watch them

- (A) whenever they want.
- (B) whomever we want.
- (C) whichever they want.
- (D) however we want.

Some TV shows have been

28. cancelled due to the resulting low ratings. Thus far, most

- (A) requests
- (B) attempts
- (C) demands
- (D) challenges

at stopping

Internet piracy have failed.

**Questions 29-31**

refer to the following email.

Dear Karen,

I am so sad you were absent today and thus

29.

- (A) are scheduled to go on a field trip.
- (B) could not go on our field trip.
- (C) the field trip, which was gone on.
- (D) had to go on the field trip.

You will not believe how much fun we had at

PART 2

the science museum. I know we had both thought it would be boring, but it was actually

30. the complete

- (A) agenda.
- (B) opposite.
- (C) excitement.
- (D) guidance.

First, we got to admire the museum's rock collection.

31. The museum had a huge exhibit

- (A) in precious gems,
- (B) not precious gems,
- (C) and precious gems,
- (D) with precious gems,

such as diamonds, emeralds,

32. unique ecosystem of that area and

- (A) got to watch a movie
- (B) will get to watch a movie
- (C) the movie got watched
- (D) a movie was being watched

on the animal

33. migrations that take place there

- (A) annually.
- (B) separately.
- (C) considerably.
- (D) typically.

Lastly, we saw an exhibit that was called Birds of the Americas.

34.

- (A) Displays, of which there were many,
- (B) There were all kinds of displays
- (C) He had many kinds of displays
- (D) They will have lots of displays

of various species of birds, and the museum

also had some original prints that were made by John J. Audubon. I really wish you had been able to attend. You would have loved it.

Your friend,

Candice

**Questions 35-42** refer to the following newspaper article.

35. The city council just announced that it

- (A) closes
- (B) has closed
- (C) had closed
- (D) is going to close

one of the high schools in

36. the city because of a lack of

- (A) interest.
- (B) funding.
- (C) attendance.
- (D) facilities.

Hopewell High School will shut its doors

for good on May 31 this year. The school has been plagued by

37.

- (A) falling
- (B) steady
- (C) regular
- (D) receding

numbers of students and only has 268 currently enrolled whereas it had

more than 500 ten years ago.

38. According to Derrick Burgess,

- (A) the city council's member,
- (B) a member of the city council,
- (C) on the city council,
- (D) in memory of the city council,

students have been

39. leaving Hopewell for a number of reasons. The

- (A) neighbor
- (B) neighbors
- (C) neighboring
- (D) neighborhood

it is located in has

40. seen its population decline as

- (A) more people have been moving
- (B) people will move more
- (C) people, having moved,
- (D) more people and their moves

to the newer areas

in the city. In addition, poor public transportation in the area makes it difficult for many students to get to the school and back home. The city council promised

41.

- (A) which new schools will be found
- (B) finding that new schools
- (C) that it will find new schools
- (D) the new schools that it has found

for the faculty and staff members who will be

42. affected by the

- (A) close.
- (B) closed.
- (C) closeness.
- (D) closure.

# 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

One of the most valued metals in the world is gold. It is an extremely versatile metal which accounts for its high price. While the vast majority of gold is used to make jewelry, it has other applications. For instance, gold is found in many electronic devices because it conducts electricity so well. It is also used as currency and has some medical applications.

### Sample Question 1

What would be the best title for this passage?

- (A) Gold and Its Uses
- (B) Where to Find Gold
- (C) How Much Is Gold Worth?
- (D) Making Gold Jewelry

The correct answer is (A), "Gold and Its Uses."

### Sample Question 2

What does the author say about gold?

- (A) It costs more than any other metal.
- (B) People mostly use it for jewelry.
- (C) Several countries have gold currency.
- (D) Electronic items use large amounts of gold.

The correct answer is (B), "People mostly use it for jewelry."

Questions 1–6 are about the following newspaper article.

Students often prefer to spend their weekends hanging out at the shopping mall or sitting at their homes and watching television. But, thanks to a new volunteer program at Samford High School, many of the students there are spending their weekends improving the lives of their neighbors.

5 Social studies teacher Wendy Foreman encouraged her students to do some volunteer work at least once a week as soon as the semester began. She even started a club, which is called Help Your Neighbors. The results were beyond belief.

10 "Nearly fifty percent of the entire student body joined the club," she said. The members of the club do all sorts of volunteer work. Some devote their time in area hospitals, soup kitchens, and animal shelters. Other students pick up trash in local parks and even along the sides of roads. And some students have organized a food drive that donates food to underprivileged locals every week.

15 Ms. Foreman commented, "I couldn't be prouder of these students. It's great to see them doing something productive during their free time. They're really getting involved in the community. They're definitely not typical teenagers."

1. What would be the most appropriate headline for this article?
- Be a Volunteer at Samford High School
  - Wendy Foreman and her Volunteer Activities
  - Student Volunteer Club Is Instant Success
  - How to Become a Successful Volunteer
2. In line 7, the phrase beyond belief is closest in meaning to \_\_\_\_\_.
- unique
  - shocking
  - inspiring
  - frightful
3. What does the author say about Help Your Neighbors?
- Almost half the students at the school are in it.
  - It has been in existence for an entire year.
  - The president of the club is Wendy Foreman.
  - Its student members are assigned projects to do.
4. In line 12, the word underprivileged is closest in meaning to \_\_\_\_\_.
- discouraged
  - unemployed
  - unmotivated
  - deprived
5. Which is NOT mentioned as volunteer work done by the students?
- Spending time working in hospitals
  - Giving food to people who need it
  - Working with homeless people
  - Cleaning up garbage in parks
6. Based on her comments, how does Wendy Foreman feel about the students in Help Your Neighbors?
- She wishes that they would work harder.
  - She is pleased with the work they are doing.
  - She wants them to encourage others to join.
  - She thinks that they are normal teenagers.

Questions 7–12 are about the following notice.

Dear students:

This year, we plan to take at least two field trips per semester. Please be aware of the following regarding field trips.

All students who are not yet eighteen years of age must submit a permission slip signed by a parent or guardian. This permission slip indicates that the parent or guardian consents to allowing the student to go on the field trip. Failure to submit a permission slip by the day of the field trip means that the student may not accompany the others off campus.

All students must also provide proof that they have medical insurance and that their insurance covers them in case of injury while on a field trip. Students may turn in this proof at the front office anytime. If it is not provided, the student will not be able to go on the field trip.

On field trips, all students must be on their best behavior. Students are expected to listen to their teachers and to follow the rules and regulations of the places that they visit. Failure to do so will result in some sort of punishment, such as detention or suspension.

David Prosser  
Principal

7. What is the purpose of the notice?

- (A) To inform the students about an upcoming field trip
- (B) To let the students know about some forms they must submit
- (C) To advise students on some punishments they may receive
- (D) To ask for the students' opinions on where to take field trips

8. In line 6, the word consents is closest in meaning to \_\_\_\_\_.

- (A) responds
- (B) agrees
- (C) stresses
- (D) obtains

9. Based on the notice, what is probably true about some students at the school?

- (A) They do not have to turn in permission slips.
- (B) They consider field trips educational experiences.
- (C) They would rather study than go on field trips.
- (D) They believe medical insurance costs too much money.

10. In line 11, the word it refers to \_\_\_\_\_.

- (A) injury
- (B) a field trip
- (C) this proof
- (D) the front office

11. Which of the following statements does paragraph 3 support?

- (A) All students at the school have some kind of medical insurance.
- (B) The school sells medical insurance to students who need it.
- (C) The front office can provide information on medical insurance.
- (D) Students must show the school that they have medical insurance.

12. What will happen to students who misbehave while on field trips?

- (A) They will not be allowed to go on future trips.
- (B) They will be punished in some way.
- (C) They will have to apologize to the teacher.
- (D) They will be forced to pay a fine.

**Questions 13–18** are about the following notice.

This summer, the school has decided to offer some special classes for students who desire to further their educations. These classes will not be offered for academic credit. In addition, students must pay a nominal fee of only \$50 to attend them. These classes are going to be held from July 1 until August 10 and will meet every day from Monday to Friday from ten to noon. The following classes are being offered:

Class Names	Instructors	Comments
An Introduction to Latin	Ms. Stigler	Learn the elements of Latin, one of the most important languages in Western culture.
Automotive Repairs	Mr. Earnhardt	Learn how to repair cars, including how to take apart and put together a car engine.
The Basics of Cooking	Mr. Roundfield	Learn how to cook some simple entrees, appetizers, and desserts from one of the city's top chefs.

Each class is limited to fifteen students. Spots in the class will be filled on a first-come, first-served basis. However, students will have their reservations cancelled if they do not pay the fee within three business days of making them. Find out more about the classes and make reservations by calling Mrs. Landers at 676-4000.

13. What is the best title for the notice?
- (A) Summer Classes Being Offered
  - (B) Sign up for Classes for School Credit
  - (C) Learn to Cook and to Speak a Foreign Language
  - (D) Great Chance for 15 Lucky Students
14. In line 3, the word nominal is closest in meaning to \_\_\_\_\_.
- (A) refundable
  - (B) minor
  - (C) cash
  - (D) required
15. Which of the following is true regarding the classes?
- (A) Students can get school credit for them.
  - (B) They will last for eight weeks during summer.
  - (C) The classes will be taught by school teachers.
  - (D) They will be held for ten hours per week.

16. Which of the following can be inferred from the schedule about the classes?
- (A) The books for them will be provided by the teachers.
  - (B) A student may only enroll in one of them.
  - (C) They will be offered during winter break.
  - (D) The students will have to do homework in them.
17. According to the schedule, students can learn all of the following in the classes EXCEPT \_\_\_\_\_.
- (A) how to drive a vehicle
  - (B) how to fix an automobile
  - (C) how to understand a language
  - (D) how to cook some meals
18. In line 8, the word them refers to \_\_\_\_\_.
- (A) spots in the class
  - (B) students
  - (C) their reservations
  - (D) three business days

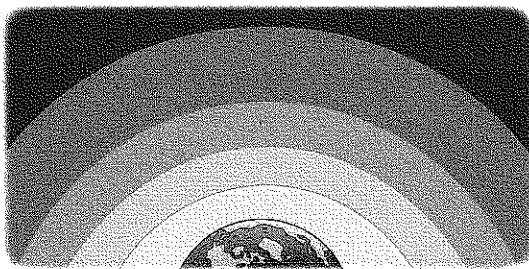
Questions 19–26 are about the following passage.

The atmosphere acts in several ways to support life on the Earth. One of these is that it protects the planet from detrimental radiation emitted by the sun. In addition, the atmosphere provides life-giving oxygen for animals and carbon dioxide for plants. The atmosphere may appear simple, but it is actually complex and has distinct layers. These layers are divided based upon their height above sea level. There are five major layers of the atmosphere. They are the troposphere, stratosphere, mesosphere, thermosphere, and exosphere.

The troposphere is the layer of the atmosphere closest to the Earth's surface. It extends from the ground to approximately seventeen kilometers above sea level at its highest point. This layer contains the greatest mass of the atmosphere – around seventy-five to eighty percent. It is also the warmest layer and has most of the weather that people experience.

The stratosphere extends from the troposphere to around fifty kilometers above sea level. It contains most of the rest of the atmosphere in addition to the ozone layer. This is the region that keeps the Earth safe from much of the sun's radiation. Temperatures are very cold at the lower part of the stratosphere but become warmer higher up due to the absorption of radiation.

The next three layers are found high above the planet's surface. The first is the mesosphere, which extends from the stratosphere to around eighty-five kilometers above sea level. This is the region where most meteors are incinerated as they hit the atmosphere. Temperatures drop once again in this layer. They may decline to more than minus 100 degrees Celsius. The fourth layer is the thermosphere. It extends all the way up to 690 kilometers above sea level. It is where the aurora borealis, or northern lights, form. In addition, most spacecraft and space stations orbit the planet there. Temperatures in the thermosphere vary from extremely cold to extremely hot. Last is the exosphere. It extends thousands of kilometers above the ground until there is no longer an atmosphere but only outer space. Instead, there are simply random molecules of hydrogen and helium.



19. In line 2, the word detrimental is closest in meaning to \_\_\_\_\_.

- (A) harmful
- (B) influential
- (C) constant
- (D) conditional

20. Based on the passage, what is probably true about the Earth's atmosphere?

- (A) It has more mass than the planet itself.
- (B) Humans still have a great deal to learn about it.
- (C) Life on the planet could not exist without it.
- (D) It formed over the course of billions of years.

21. Which of the following is true regarding the troposphere?

- (A) It is the largest in area of all the layers of the atmosphere.
- (B) It constantly changes due to the effects of weather.
- (C) It covers the area upon which plants and animals live.
- (D) It contains high amounts of both nitrogen and oxygen.

22. The author uses the ozone layer as an example of \_\_\_\_\_.

- (A) a layer with fairly warm temperatures
- (B) the largest layer of the atmosphere
- (C) one part of the stratosphere
- (D) a dangerous place filled with radiation

23. In line 15, the word This refers to \_\_\_\_\_.

- (A) The stratosphere
- (B) Sea level
- (C) The atmosphere
- (D) The ozone layer

24. In line 20, the word incinerated is closest in meaning to \_\_\_\_\_.

- (A) exploded
- (B) warded off
- (C) repelled
- (D) burned up

25. Where are the aurora borealis found?

- (A) In the exosphere
- (B) In the thermosphere
- (C) In the stratosphere
- (D) In the mesosphere

26. Which of the following statements does paragraph 4 support?

- (A) Spacecraft and space stations orbit from the exosphere.
- (B) The mesosphere is further from the ground than the thermosphere.
- (C) The exosphere extends to the boundaries of outer space.
- (D) The temperature may reach 100 degrees Celsius in the mesosphere.

Questions 27–31 are about the following passage.

The American Founding Fathers were, as a group, among the most accomplished men in the history of any country. Among them were George Washington, Benjamin Franklin, James Madison, and John Adams. Another, who ranks as one of the greatest of them, was Thomas Jefferson. Thomas Jefferson was the third president of the United States. He was the founder of the University of Virginia. He was responsible for the Louisiana Purchase, which more than doubled the size of the United States. And, most importantly, he was the author of the Declaration of Independence. It stated that the American colonies were free from English rule.



Born in 1743, Jefferson began receiving a classical education as a young child. He focused on learning languages, including Latin and Greek. He later went on to study at the College of William and Mary, the second-oldest college in America after Harvard. There, Jefferson focused on law, which enabled him to become one of America's most knowledgeable lawyers.

It was Jefferson's study of law that prompted him to become an early supporter of the American independence movement. In the 1760s and 1770s, England began to levy a number of taxes on the American colonists. Most colonists detested the taxes and considered them oppressive. The colonists further disliked the taxes because they had no representation in Parliament, the legislative body in England.

Jefferson was himself an elected member of the House of Burgesses. This was the legislative body of the colony of Virginia. He felt very strongly about the importance of the American colonies being represented in Parliament. Since King George III of England refused to allow that, Jefferson spoke out strongly in favor of independence. He wrote essays in support of independence. Then, in a meeting of the Continental Congress in 1776, Jefferson – along with four other men – was chosen to write a declaration that the colonies were free from English rule. It took him seventeen days to come up with the document that would become known as the Declaration of Independence. Signed on July 4, 1776, it gave freedom to the American colonies and cemented Jefferson's place in history as one of the greatest supporters of the cause of freedom.

27. What is the best title for the passage?
- The Third President of the United States
  - Thomas Jefferson: Author of the Declaration of Independence
  - How America Became Free from English Rule
  - Thomas Jefferson and King George III of England

28. In line 6, the word them refers to \_\_\_\_\_.

- the American Founding Fathers
- a group
- any country
- George Washington, Benjamin Franklin, James Madison, and John Adams

29. What does the author say about Thomas Jefferson?

- He attended college at the University of Virginia.
- He was one of the signers of the Declaration of Independence.
- His actions made the United States become twice as large.
- He is considered as great an American as George Washington.

30. Why does the author mention the College of William and Mary?

- To compare it with Harvard
- To state when it was founded
- To give its location in Virginia
- To note that Jefferson attended it

31. What does the author point out by writing that most colonists detested the taxes in line 20?

- The colonists refused to pay their taxes.
- The colonists cheated on their taxes.
- The colonists hated the taxes very much.
- The colonists looked for ways to avoid paying taxes.

32. What did King George III do?

- He encouraged the Americans to declare their independence.
- He read some of the works on independence that Jefferson wrote.
- He rejected the American demand for representation in Parliament.
- He decided which items in America England should raise taxes on.

33. In line 32, the word cemented is closest in meaning to \_\_\_\_\_.

- constructed
- sealed
- decided
- considered

34. Based on the passage, what is probably true about the Declaration of Independence?

- It was signed by all of the members of the Continental Congress.
- It is a document that takes up seventeen pages.
- It has had a bigger influence in history than any other document.
- It is what most people remember Thomas Jefferson for.

Questions 35–42 are about the following passage.

The Vikings were fierce warriors that lived in Scandinavia. Today, Scandinavia comprises the lands occupied by the modern-day nations Norway, Sweden, and Denmark. Starting in the eighth century and continuing until around the tenth, the Vikings began moving out of their homelands. They sailed to the south and west.

5 At first, they simply raided areas and then returned to their homes. Later, they began settling down in great numbers in distant lands. The Vikings had settlements in parts of Russia, France, Sicily, England, Iceland, and Greenland. There was even one in North America for a short period of time. To make these voyages, the Vikings not only needed good ships but also had to excel at seafaring and navigating.

10 Viking ships were long and narrow and had good sea-keeping qualities. They were built in what is known as the clinker style. Long planks were overlapped and held together with iron rivets. This made the hulls of the ships very strong and therefore able to withstand rough seas. The Vikings built several kinds of ships.

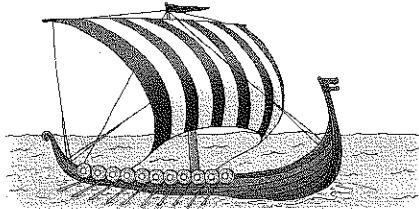
15 Some were used to carry cargo while others were built for war. Most Viking warships had a single mast and a single large square-shaped sail. They had positions for rowers on each side as well as room for both cargo and warriors. Furthermore, the ships had shallow drafts, so they could be easily beached on any shore. This let them sail up most river systems.



20 To navigate, the Vikings depended upon two methods. First, they utilized the knowledge that had been gained by their forefathers and passed down from generation to generation. Thus, the Vikings knew all the harbors, coves, islands, and rocks in their homelands. Once initial long-range voyages were made, the knowledge of how to get there and back was transmitted as well. Second, the Vikings had

25 instruments to help them navigate by noting the position of the sun in the sky. The main instrument was known as a sunstone. It is a type of crystal. By looking at how the sun's rays passed through a sunstone, the Vikings could determine which way to sail. Even in cloudy weather, which was frequent in the places the Vikings sailed, a small amount of sunlight usually passed through the clouds. As a result,

30 the Vikings could use their sunstones even during inclement weather conditions.



35. What is the passage mainly about?
- How the Vikings managed to sail long distances
  - Why the Vikings raided areas outside their homelands
  - When the Vikings established new colonies
  - What types of ships the Vikings constructed
36. According to the passage, which of the following is mentioned about Viking raids?
- Why the Vikings stopped doing them
  - Which places they raided the most often
  - When they started going on raids
  - How many warriors went on each raid
37. What does the author say about the clinker style?
- It was a shipbuilding method invented by the Vikings.
  - The Vikings used it to make ships that were strong.
  - Only Viking warships were constructed by using it.
  - It resulted in Viking ships being larger than those of others.
38. In line 14, the word withstand is closest in meaning to \_\_\_\_\_.
- survive
  - penetrate
  - conquer
  - divide
39. According to the passage, all of the following statements about Viking warships are true EXCEPT \_\_\_\_\_.
- they used both sails and rowers to move
  - the Vikings could easily land them on shore
  - they were capable of sailing up many rivers
  - the Vikings often fought battles on board them
40. How did the Vikings learn to navigate in the waters around their homelands?
- By passing along knowledge to one another
  - By consulting detailed charts and maps
  - By using skilled navigators on every voyage
  - By employing navigational tools such as sunstones
41. Why does the author talk about sunstones?
- To comment about the difficulty involved in using them
  - To explain how the Vikings used them to navigate
  - To stress that only the Vikings had access to them
  - To focus on how the Vikings first made them
42. In line 30, the word inclement is closest in meaning to \_\_\_\_\_.
- cool
  - stormy
  - torrential
  - unlucky





# Perfect TOEFL Junior

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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	8. WHAT IS YOUR CURRENT GRADE LEVEL?	9. HOW MANY TIMES HAVE YOU TAKEN THE TOEFL JUNIOR TEST IN THE PAST?
<input type="radio"/> FEMALE  <input type="radio"/> MALE	<input type="radio"/> Elementary School <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
10. INCLUDING THIS YEAR, HOW MANY YEARS HAVE YOU BEEN STUDYING ENGLISH AT A SCHOOL?		
<input type="radio"/> 1-2 <input type="radio"/> 6-8 <input type="radio"/> 3-5 <input type="radio"/> 9 or more		
11. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH IN YOUR REGULAR SCHOOL?		
<input type="radio"/> 1-2 <input type="radio"/> 6-8 <input type="radio"/> 3-5 <input type="radio"/> 9 or more		
12. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH OUTSIDE OF YOUR REGULAR SCHOOL?		
<input type="radio"/> 0 <input type="radio"/> 4-6 <input type="radio"/> 1-3 <input type="radio"/> 7 or more		
13. HAVE YOU LIVED IN AN ENGLISH SPEAKING COUNTRY?		
<input type="radio"/> 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		

2. STUDENT NUMBER  
Start here

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

3. DATE OF BIRTH

YYYY	MM	DD
0 0 0 0	0 0 0	0 0 0 0
1 1 1 1	1 1 1	1 1 1 1
2 2 2 2	2 2 2	2 2 2 2
3 3 3 3	3 3 3	3 3 3 3
4 4 4 4	4 4 4	4 4 4 4
5 5 5 5	5 5 5	5 5 5 5
6 6 6 6	6 6 6	6 6 6 6
7 7 7 7	7 7 7	7 7 7 7
8 8 8 8	8 8 8	8 8 8 8
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) (✓) (D)	(A) (B) (✗) (D)	(A) (B) (✗) (D)	(A) (B) (✗) (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

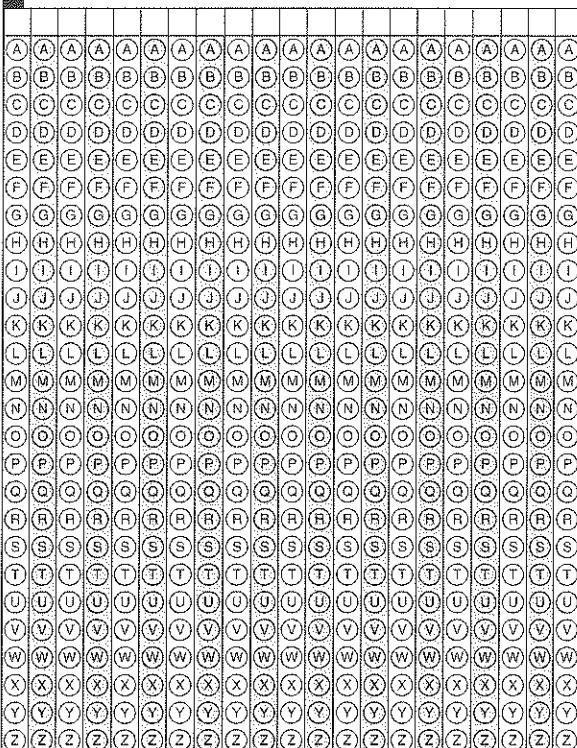
SAMPLES	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
A (A) (B) (C) (D)	8 (A) (B) (C) (D)	17 (A) (B) (C) (D)	26 (A) (B) (C) (D)	35 (A) (B) (C) (D)
B (A) (B) (C) (D)	9 (A) (B) (C) (D)	18 (A) (B) (C) (D)	27 (A) (B) (C) (D)	36 (A) (B) (C) (D)
1 (A) (B) (C) (D)	10 (A) (B) (C) (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)

# Perfect TOEFL Junior

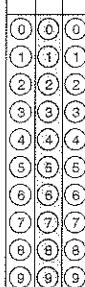
EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) (B) (C) (D)	(A) (B) (C) (D)	(A) (B) (X) (D)	(A) (B) (S) (D)	(A) (B) (C) (D)

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
- 3–6
- 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

STUDENT NUMBER									
Start here									
↓	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
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
1 1 1 1	1 1 1	1 1 1
2 2 2 2	2 2 2	2 2 2
3 3 3 3	3 3 3	3 3 3
4 4 4 4	4 4 4	4 4 4
5 5 5 5	5 5 5	5 5 5
6 6 6 6	6 6 6	6 6 6
7 7 7 7	7 7 7	7 7 7
8 8 8 8	8 8 8	8 8 8
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) (✓) (D)	(A) (B) (✗) (D)	(A) (B) (✗) (D)	(A) (B) (C) (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) B (A) (B) (C) (D)	8 (A) (B) (C) (D) 9 (A) (B) (C) (D)	17 (A) (B) (C) (D) 18 (A) (B) (C) (D)	26 (A) (B) (C) (D) 27 (A) (B) (C) (D)	35 (A) (B) (C) (D) 36 (A) (B) (C) (D)
1 (A) (B) (C) (D) 2 (A) (B) (C) (D)	10 (A) (B) (C) (D) 11 (A) (B) (C) (D)	19 (A) (B) (C) (D) 20 (A) (B) (C) (D)	28 (A) (B) (C) (D) 29 (A) (B) (C) (D)	37 (A) (B) (C) (D) 38 (A) (B) (C) (D)
3 (A) (B) (C) (D) 4 (A) (B) (C) (D)	12 (A) (B) (C) (D) 13 (A) (B) (C) (D)	21 (A) (B) (C) (D) 22 (A) (B) (C) (D)	30 (A) (B) (C) (D) 31 (A) (B) (C) (D)	39 (A) (B) (C) (D) 40 (A) (B) (C) (D)
5 (A) (B) (C) (D) 6 (A) (B) (C) (D)	14 (A) (B) (C) (D) 15 (A) (B) (C) (D)	23 (A) (B) (C) (D) 24 (A) (B) (C) (D)	32 (A) (B) (C) (D) 33 (A) (B) (C) (D)	41 (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) B (A) (B) (C) (D)	8 (A) (B) (C) (D) 9 (A) (B) (C) (D)	17 (A) (B) (C) (D) 18 (A) (B) (C) (D)	26 (A) (B) (C) (D) 27 (A) (B) (C) (D)	35 (A) (B) (C) (D) 36 (A) (B) (C) (D)
1 (A) (B) (C) (D) 2 (A) (B) (C) (D)	10 (A) (B) (C) (D) 11 (A) (B) (C) (D)	19 (A) (B) (C) (D) 20 (A) (B) (C) (D)	28 (A) (B) (C) (D) 29 (A) (B) (C) (D)	37 (A) (B) (C) (D) 38 (A) (B) (C) (D)
3 (A) (B) (C) (D) 4 (A) (B) (C) (D)	12 (A) (B) (C) (D) 13 (A) (B) (C) (D)	21 (A) (B) (C) (D) 22 (A) (B) (C) (D)	30 (A) (B) (C) (D) 31 (A) (B) (C) (D)	39 (A) (B) (C) (D) 40 (A) (B) (C) (D)
5 (A) (B) (C) (D) 6 (A) (B) (C) (D)	14 (A) (B) (C) (D) 15 (A) (B) (C) (D)	23 (A) (B) (C) (D) 24 (A) (B) (C) (D)	32 (A) (B) (C) (D) 33 (A) (B) (C) (D)	41 (A) (B) (C) (D) 42 (A) (B) (C) (D)

## READING COMPREHENSION

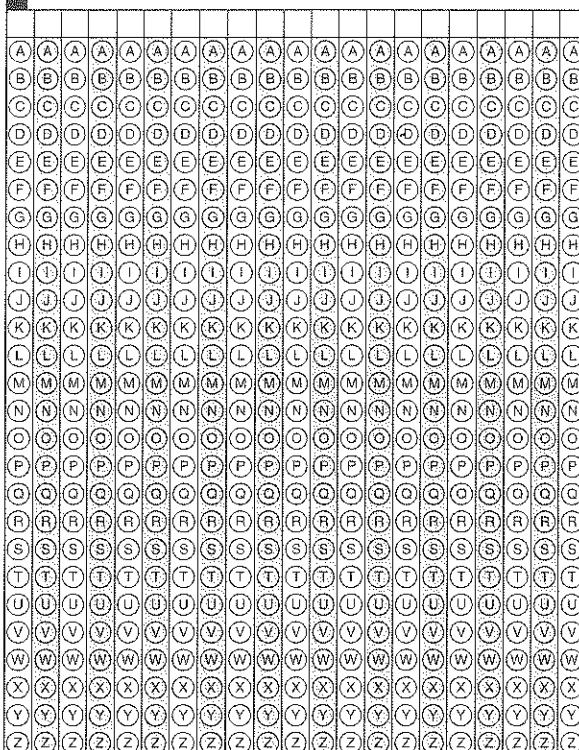
SAMPLES	7 (A) (B) (C) (D)	16 (A) (B) (C) (D)	25 (A) (B) (C) (D)	34 (A) (B) (C) (D)
A (A) (B) (C) (D) B (A) (B) (C) (D)	8 (A) (B) (C) (D) 9 (A) (B) (C) (D)	17 (A) (B) (C) (D) 18 (A) (B) (C) (D)	26 (A) (B) (C) (D) 27 (A) (B) (C) (D)	35 (A) (B) (C) (D) 36 (A) (B) (C) (D)
1 (A) (B) (C) (D) 2 (A) (B) (C)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

# Perfect TOEFL Junior

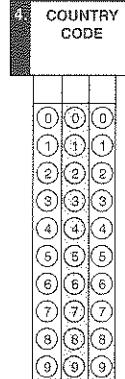
EXAMPLE				
CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) B (C) D	(A) B (✓) D	(A) B (X) D	(A) B (C) D	(A) B (C) D

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		

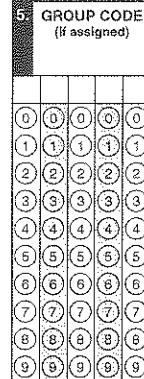
1. NAME: Print your name. Using one box for each letter, first print your family name, then your first (given) name. Leave one box blank between names. Then, below each box, use a No. 2 pencil and fill in the circle matching the same letter.



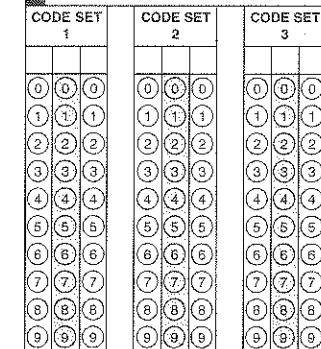
4. COUNTRY CODE



5. GROUP CODE  
(if assigned)



6. CODE SETS (if assigned)



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"/>	<input type="radio"/> Elementary School	<input type="radio"/> None
MALE <input type="radio"/>	<input type="radio"/> Middle School — 1st Year	<input type="radio"/> Once
	<input type="radio"/> Middle School — 2nd Year	<input type="radio"/> Twice
	<input type="radio"/> Middle School — 3rd Year	<input type="radio"/> Three or more times
	<input type="radio"/> High School	
	<input type="radio"/> Other	
10. INCLUDING THIS YEAR, HOW MANY YEARS HAVE YOU BEEN STUDYING ENGLISH AT A SCHOOL?		
<input type="radio"/> 1-2 <input type="radio"/> 6-8		
<input type="radio"/> 3-5 <input type="radio"/> 9 or more		
11. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH IN YOUR REGULAR SCHOOL?		
<input type="radio"/> 1-2 <input type="radio"/> 6-8		
<input type="radio"/> 3-5 <input type="radio"/> 9 or more		
12. HOW MANY HOURS PER WEEK DO YOU STUDY ENGLISH OUTSIDE OF YOUR REGULAR SCHOOL?		
<input type="radio"/> 0 <input type="radio"/> 4-6		
<input type="radio"/> 1-3 <input type="radio"/> 7 or more		
13. HAVE YOU LIVED IN AN ENGLISH SPEAKING COUNTRY?		
<input type="radio"/> 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		

2. STUDENT NUMBER
Start here
↓
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
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) (✓) (D)	(A) (B) (✗) (D)	(A) (B) (✗) (D)	(A) (B) (C) (D)

## LISTENING 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)

## LANGUAGE FORM AND MEANING

### SAMPLES

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

- 1 (A) (B) (C) (D)  
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## READING COMPREHENSION

### SAMPLES

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# **Answers, Scripts, and Explanations**

# Practice Test 1

## PART 1

### Listening Comprehension

p.14

#### Answers

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

#### Scripts & Explanations

1

- B: Are you going to attend the tutorial that Mr. Sanders is giving during study hall?
- G: Definitely. I want to make sure I understand the material for the test he's going to give. I've heard that his tests are really tough.
- B: That's exactly what I've heard as well. I'm going to be sure to pay close attention during the tutorial.

The speakers are mostly talking about the tutorial for Mr. Sanders's class that they are going to attend.

2

- M: Sam, you still haven't turned in your essay. When can I expect to receive it?
- B: Sorry, Mr. Crawford, but I've been too busy with my French assignment to complete it. Do you mind if I turn it in tomorrow?
- M: Well, you can give it to me then, but you're going to lose five points for tardiness. You've had a week to work on it.

The teacher tells the boy, "You're going to lose five points for tardiness."

3

- G: Mr. Walker, have you graded our exams yet?
- M: I'm afraid not, Alice. I've already checked the exams for the students in first period, but I haven't gotten to your class's tests yet.
- G: Oh . . . When do you think you'll get them back to us?
- M: Hmm . . . I expect to return them to your class no later than this Thursday.

About the test, the teacher mentions to the girl, "I expect to return them to your class no later than this Thursday."

4

- G: Chris, do you happen to have your science notebook on you now?
- B: No, I don't. I left it in my locker. How come?

G: Would you mind if I copied your notes from today's class? I left my notebook at home, so I didn't take any today.

B: No problem. I'll give it to you after next period ends.

The girl asks the boy if she can borrow his science notebook, which has his notes in it, since she did not take notes in class. The boy responds, "I'll give it to you after next period ends."

5

M: Jacqueline, I thought your poem was really creative. How did you come up with the idea for it?

G: Um . . . It just came to me in a flash of inspiration.

M: Well, I hope you have more instances like that. I was impressed by what you wrote. Keep up the good work.

G: Thanks for saying that, Mr. Duncan.

The teacher tells the student that he thought her "poem was really creative." He also mentions that he "was impressed by what [she] wrote." So he is praising the creativity of the poem.

6

B: I like that new student. Uh, you know, Jeff. He seems like a good guy.

G: Tell me about it. I spoke with him during break today.

B: Apparently, he and his family recently moved here from Florida.

G: That's what he told me. Life here will be a little different than what he's used to, but I'm sure he'll get along well.

The girl is agreeing with the boy when she responds by saying, "Tell me about it." They both have the same opinion of the new student.

7

W: Listen up, everyone. I went over the homework assignments you submitted yesterday, and it's pretty clear that most of you didn't understand the material. There were a lot of wrong answers

to the problems. I thought I had explained everything clearly, but, uh, apparently I didn't. So we're going to go back over the material to make sure you all understand it.

The teacher tells the students that they did not understand the class material, so she is going to have them restudy it. Therefore, she explains why they are going to study the material again.

8

M: There's one more thing I need to discuss. It's my policy on pop quizzes. I like to give at least one per week. Anytime I give a pop quiz, it will be at the start of class. Each quiz will be worth ten points, so it counts toward your final grade. If you do the reading, you're pretty much guaranteed to get a perfect score.

During the announcement, the teacher explains his policy on giving pop quizzes.

9

M: Next Friday, we're going to have the school's annual field day. It's going to last all day long, so there won't be any classes at all. Instead, we'll play games, eat a picnic lunch, and have lots of fun. All of your parents are invited as well, so be sure to let them know about the date.

The principal is talking to the students about what is going to happen on the school's annual field day.

[10-13]

G: Hey, Greg. I see you just finished up soccer practice. Volleyball practice ended for me only a few minutes ago.

B: That's great. How is the team looking this year? Do you think you'll have a winning record?

G: Oh, we definitely expect to do well. All of the starters from last year's squad are returning, and that team only lost three games all year. If you ask me, I'd say we have a great shot at winning the state championship.

B: That's awesome news. I hope the team meets expectations.

G: So, uh, what about the soccer team? How do you guys expect to do?

B: We're hoping to have a winning record. But, um . . . I don't know if I am going to be a part of the team this year.

G: Huh? Tryouts are already over, and you made the team. Coach Murphy isn't going to cut you now, is he? After all, you're a starter.

B: No, it's not that. It's just that I'm having trouble keeping my grades up right now. I'm taking two advanced placement classes – in math and history – and you know how much work they are. Since the team either practices or plays every day, I'm losing a lot of valuable study time.

G: You shouldn't quit though. It's your senior year. This is your last chance to be on the team.

B: But what about my grades?

G: Hmm . . . We're in the same AP classes, right? Why don't we get together after practice every day and study? I could invite a couple other members of the team to join our study group. They get good grades. So we could help each other.

B: That just might work. What do you say to having our first meeting tomorrow?

G: It sounds perfect. I'll talk to Jenny and Karen later tonight.

10

During the conversation, the students mostly discuss the problems that the boy has studying for his classes this semester.

11

About the volleyball team, the girl states, "All of the starters from last year's squad are returning."

12

The boy says that he is taking AP math and history. A little later, the girl mentions, "We're in the same AP classes, right?" So they are taking history together.

13

The girl states, "I could invite a couple other members of the team to join our study group." Then, she says, "I'll talk to Jenny and Karen later tonight." So it can be inferred that Jenny and Karen are members of the volleyball team.

[14-17]

W: Jeff, you said that you wanted to talk to me about something. Do you have a moment to chat right now?

B: Yes, ma'am. I think I've got a few moments before my next class.

W: Great. So what's going on? Is everything okay in class?

B: Class is going great. I think I understand most of the material we're learning. But, uh, I have a question about our upcoming lab assignment.

W: You're talking about the one where we dissect some animals, right?

B: Yes, that's the one. You see . . . uh, I'm a little squeamish, and I'm not quite sure how I'm going to react to cutting up animals. Do I have to do this assignment?

W: First of all, you wouldn't worry too much. After all, it's not like we're going to be dissecting dogs, cats, or any other cute animals. For our first lab assignment, we're simply going to cut up a few worms.

B: Worms? That's it?

W: That's it. You don't have a problem with worms, do you?

B: No, not at all. In fact, I use worms as bait every time I go fishing. I don't think I'll have any problems with the lab in that case.

W: That's great to hear. But do me a favor . . . If you have a problem dissecting something else in the future, just tell me. I can excuse you if you really think you can't do it. About two or three students opt out of doing it each year, so it's not a big deal.

B: That's good to know. Thanks for telling me that.

14

The speakers are mostly talking about how the boy feels about his upcoming lab assignment.

15

The boy tells the teacher, "I'm a little squeamish, and I'm not quite sure how I'm going to react to cutting up animals." A person who is squeamish might get sick when dissecting an animal.

16

Since the boy uses worms when he goes fishing, he is implying that he is comfortable cutting them up.

17

At the end of the conversation, the teacher states, "If you have a problem dissecting something else in the future, just tell me." Thus, she implies that the students will dissect animals other than worms later in the semester.

[18-22]

G: Mr. Cussler, Tommy just told me that you wanted to speak with me about something. He wasn't pulling my leg, was he?

M: No, he wasn't. I know Tommy is something of a joker, but he was telling you the truth. I did ask him to find you for me.

G: Well, uh, here I am.

M: Indeed. Anyway, it's about your science project. You were supposed to submit the status report on it to me yesterday, but you never did that. What's going on?

G: Oh, the status report. I totally forgot to email it to you. I've been so busy with classes and other things that it slipped my mind.

M: That's all right. I understand. Well, uh, since you're here, why don't you just give me the status report now? If I remember correctly . . . you are doing some sort of chemistry experiment in your father's laboratory at work, right?

G: That's right.

M: How's it going?

G: The lab work is pretty much all finished. I got some interesting results. They weren't quite the results that I had predicted, but they're still unique.

M: Okay. And how about the report you're going to write? How's progress on it going?

G: Actually, uh . . . I haven't even started on it yet. I know there are only two more weeks until it's due, so I'm going to get to work on it tomorrow. Is that all right?

M: I suppose that's fine for now. But be sure to send me a status report next Monday. I need to know how you're doing with that report.

G: Sure. I can handle that.

18

During the conversation, the student and teacher mostly talk about how the girl is progressing with her work on her science project.

19

The student says, "Mr. Cussler, Tommy just told me that you wanted to speak with me about something. He wasn't pulling my leg, was he?" When a person pulls someone's leg, that person is playing a trick on the other individual. So the girl implies that she believes Tommy was playing a trick on her.

20

The girl remarks, "Oh, the status report. I totally forgot to email it to you."

21

The teacher asks the student "How's it going?" to find out about her lab work, and then she answers his question.

22

The teacher says, "But be sure to send me a status report next Monday."

[23-26]

B: Betsy, you don't look happy right now. Is something the matter?

G: Yeah, I've got a big problem. I am completely overwhelmed by all of my work. I'm probably going to fail the history test we have this Thursday, too. I simply can't seem to remember any of the information for it.

B: I'm sure that if you keep studying, you'll do well on it.

G: That's easy for you to say. You always get good grades in school. It's a lot harder for me though.

B: You just need to try hard. That's all I do.

G: You must have a few tips that you can give me. Go ahead and fill me in. What should I do to improve my grades?

B: Well, why don't you tell me where you usually study?

G: I pretty much study in my bedroom. I lie down on my bed and do most of my studying and homework there.

B: Okay. That's your first mistake. You should never lie down while you're studying. All that does is make you sleepy. It's harder for you to remember things if you're trying to keep from falling asleep. Instead, sit at a desk. And you might want to play some soft music like, uh, classical music while you study.

G: Classical music? Are you serious? I always play rock music when I'm studying.

B: That's another mistake. Why don't you turn the music off? And don't watch TV either. You need to focus solely on the material you're studying. Oh, and one more thing . . . Don't log on to the Internet while you're studying. You'll just get distracted. And you'll waste tons of time checking your email and your blog.

G: Yeah, that seems to happen to me a lot. Anyways, thanks. I'll try out your suggestions when I study later tonight. I hope they work.

23

About the history test, the girl declares, "I'm probably going to fail the history test we have this Thursday, too."

24

The girl says that she lies down on her bed when she studies. The boy responds by stating, "You should never lie down while you're studying."

25

When the boy tells the girl to listen to some classical music, she states, "Classical music? Are you serious?" The girl's tone of voice is important. It indicates that she dislikes classical music very much. She also mentions that she listens to rock music, not classical music. Therefore, that further implies that she dislikes classical music.

26

The girl tells the boy, "I'll try out your suggestions when I study later tonight."

[27-30]

M Teacher: People often talk about one major event in human history that led to civilization. I'm talking about the discovery of agriculture. Once

humans learned how to farm, they were able to settle down, build villages and towns, and, uh, basically create civilizations. But there's another event that helped humans considerably. Does anyone have a guess? . . .

G: Learning how to write?

M: Well, yes, that was important, but it's not what I'm thinking about. I'm talking about the domestication of animals. There are a huge number of animals on the planet. But, throughout all human history, only a relative handful of them have been domesticated. People have tried domesticating many animals, but it's just not possible in most cases.

It's likely that the first animal which humans domesticated was the dog. No one knows for sure when this happened. But we can make an educated guess. DNA testing tells us that dogs and wolves are related. Sometime in the past, they separated into two distinct species. It probably happened around, oh, 100,000 years ago. Some experts believe it occurred in East Asia while others claim it took place in the Middle East. We don't know for sure though.

How did dogs and humans come to have such a close relationship? The most popular theory claims that they provided mutual benefits for one another. Dogs protected humans from animals and other humans. They also helped people hunt. In return, humans provided dogs with steady supplies of food. They also gave dogs relatively safe places to live. Over time, the two developed an extremely close relationship.

G: Do we know when the first dog was tamed?

M: No, but, again, we can make an educated guess. There's a site in Germany where human and dog skeletons were found buried together. Those bones dated back to around 14,000 years ago. A similar site in China has bones that dated back to 7,500 years ago. At a dig site in Siberia that's around 6,200 years old, a dog was found buried next to many humans in a cemetery. All three of those finds show how highly regarded dogs were in their communities. So we can infer that dogs had been domesticated in those places due to where they were buried.

27

The teacher mostly talks about the domestication of dogs during his lecture.

28

The teacher tells the class, "There are a huge number of animals on the planet. But, throughout all human history, only a relative handful of them have been domesticated. People have tried domesticating many animals, but it's just not possible in most cases." In saying this, he suggests that domesticating animals is difficult to do.

29

The teacher states, "DNA testing tells us that dogs and wolves are related. Sometime in the past, they separated into two distinct species. It probably happened around, oh, 100,000 years ago."

30

The teacher theorizes, "How did dogs and humans come to have such a close relationship? The most popular theory claims that they provided mutual benefits for one another."

[31-34]

W Teacher: One of the strangest-looking animals in the world is the anteater. Take a look at this picture of it up on the screen here . . . The most obvious physical feature is the long snout, uh, or nose. The anteater uses its snout to dig in the ground for ants and termites, its two favorite foods. This animal you're looking at here is a giant anteater. It can grow to almost two meters in length. But a lot of that is its snout and big, bushy tail. So its body isn't that large. There are two other anteater species. They are the silky anteater and the southern tamandua. Both are a bit smaller than the giant anteater. Yes, Brenda? Your hand is up? . . .

G: Where does the giant anteater live?

W: It resides mostly in Central and South America. Its territory ranges from Mexico to northern Brazil.

Now, uh, how about some of its other physical characteristics? . . . Again, focus on the screen . . . It has stiff, bristly fur that's brown or gray in color. Sometimes its fur can be so dark

that it's almost black. Now, look at the snout. Notice that its mouth is at the very end of it. Cool, huh? . . . The anteater lacks teeth, but it has a very long tongue that can extend far from its mouth. Also, observe its paws. Each paw has very long, sharp claws. The anteater uses them to get inside an anthill or termite mound. Then, it uses its tongue to find ants and termites and to eat them. In case you're curious . . . a single anteater can consume up to 35,000 ants in one day. Now that's a big appetite.

The giant anteater usually lives alone. It can be territorial at times, yet, as a general rule, it's rather docile. Pumas and jaguars sometimes hunt it, but it has few other natural enemies. Now, uh, how about watching a short video of an anteater attacking a termite mound? I think you'll find this fascinating.

31

The teacher mostly talks about the characteristics of the giant anteater in her lecture.

32

About the anteater's snout, the teacher states, "Now, look at the snout. Notice that its mouth is at the very end of it."

33

The teacher notes, "The giant anteater usually lives alone. It can be territorial at times, yet, as a general rule, it's rather docile." An animal that is territorial often attacks other animals which enter the land that it has claimed for itself.

34

At the end of the lecture, the teacher tells the students, "Now, uh, how about watching a short video of an anteater attacking a termite mound?"

[35-38]

W Teacher: It's going to be cold tonight. In fact, it's going to be so cold that we're supposed to get the first frost of the year. Now, uh, I know you've all heard that word before. But what exactly does it mean? What is frost? . . . Simply put, it's a type of frozen water. When the air has too much water vapor, it condenses. Then, it gets deposited

on many surfaces, including, uh, including the ground, plants, cars, and windows. If the temperature is cold enough, the water vapor freezes and thereby forms frost. Frost always appears to be white in color. The reason is that the frost crystals contain air.

There are different types of frost. Let me tell you about three of them. Hoar frost is one. That's H-O-A-R by the way. It resembles loose ice crystals. It can form on the ground or on virtually any object. It often appears in the morning after a cold, clear night. It manifests when water vapor condenses on a very cold surface. What happens is that the water vapor freezes on contact.

A second type of frost is rime frost. Er, spell that R-I-M-E. There's a picture of it in your books on page 194. Take a look . . . Note the ice crystals that are around the flower petals. It forms when icy wind blows and water vapor freezes on flowers, plants, and tree branches. Pretty, isn't it? . . . Oh, uh, I should make an important point about frost before we continue. One big problem with frost is that it can kill plants. If farmers plant their crops too early in the spring, a late frost can cause lots of damage, and many plants can die. In fall, if there's an early frost – like tonight's expected one – farmers need to harvest their crops to keep them from suffering any damage.

Now, uh, a third type of frost is fern frost. It's sometimes called window frost. There's a picture of it in your books as well. It resembles the leaves of a fern, doesn't it? This type of frost forms when you have a window pane that's very warm on the inside and very cold on the outside.

### 35

About hoar frost, the teacher declares, "It often appears in the morning after a cold, clear night."

### 36

While talking about rime frost, the teacher tells the students, "There's a picture of it in your books on page 194. Take a look."

### 37

The teacher lectures, "One big problem with frost is that it can kill plants. If farmers plant their crops too early in the spring, a late frost can cause lots of damage, and many plants can die. In fall, if there's an early frost – like tonight's expected one – farmers need to harvest their crops to keep them from suffering any damage." So she talks about how frost can affect the crops that farmers grow.

### 38

About fern frost, the teacher states, "This type of frost forms when you have a window pane that's very warm on the inside and very cold on the outside." Thus, it can be inferred that fern frost forms in the presence of both warm and cold air.

[39-42]

W Teacher: I know almost all of you have smartphones. And many of you have laptop computers as well, right? Go ahead and take out your smartphones if you have them with you . . . Don't use them of course. Just take them out . . . Look at them for a moment . . . What do you think is special about them? Len?

B: They're so small. My dad showed me a picture of the first cell phone he ever owned. It was enormous. Oh, and it wasn't powerful at all.

W: Len is absolutely correct, class. Smartphones today are incredibly powerful devices that are also small. So are your laptop computers. But, uh, how about the first computers? . . . Do any of you know how big they were? . . . Nobody even wants to guess? . . . Okay. Let me show you. Turn to page 356 in your books . . . Do you see that? That's ENIAC. It was one of the first computers ever invented. Do you see how large it was?

ENIAC was invented in 1946. It took up 167 square meters of floor space. That's about as big as an average four-bedroom house in this neighborhood. It weighed thirty tons. Tons. It was huge. It ran on vacuum tubes, of which it had more than 17,000. Just replacing the vacuum tubes as they quit working was practically a full-time chore. Oh, and as for its computing power . . . The calculators that you use in your math class are much more powerful than ENIAC ever was.

Why am I telling you this? . . . Well, I want you to realize how technology often progresses. Improvements in technology tend to go from large to small . . . from weak to strong . . . and from slow to fast. We're going to cover the history of computers today. And I want you to focus on three words: smaller, stronger, and faster. Okay. We're going to begin with a man named Alan Turing . . .

39.

The teacher mostly talks about the first computer in her class.

40

About ENIAC, the teacher tells the class, "It took up 167 square meters of floor space. That's about as big as an average four-bedroom house in this neighborhood."

41

The teacher notes, "Oh, and as for its computing power . . . The calculators that you use in your math class are much more powerful than ENIAC ever was."

42

The teacher states, "We're going to cover the history of computers today. And I want you to focus on three words: smaller, stronger, and faster. Okay. We're going to begin with a man named Alan Turing." So she is probably going to continue lecturing to the class.

1. (B) [Sentence Structure Question]
2. (B) [Word Form Question]
3. (B) [Verb Form Question]
4. (D) [Vocabulary Question]
5. (A) [Vocabulary Question]
6. (B) [Modifier Question]
7. (D) [Noun Clause Question]
8. (D) [Vocabulary Question]
9. (C) [Sentence Structure Question]
10. (A) [Comparison Question]
11. (A) [Modifier Question]
12. (D) [Vocabulary Question]
13. (D) [Vocabulary Question]
14. (B) [Vocabulary Question]
15. (B) [Vocabulary Question]
16. (A) [Comparison Question]
17. (C) [Sentence Structure Question]
18. (A) [Vocabulary Question]
19. (A) [Comparison Question]
20. (A) [Comparison Question]
21. (A) [Verb Form Question]
22. (C) [Sentence Structure Question]
23. (A) [Sentence Structure Question]
24. (B) [Comparison Question]
25. (D) [Vocabulary Question]
26. (C) [Sentence Structure Question]
27. (A) [Sentence Structure Question]
28. (B) [Comparison Question]
29. (D) [Noun Clause Question]
30. (B) [Vocabulary Question]
31. (C) [Modifier Question]
32. (D) [Vocabulary Question]
33. (A) [Sentence Structure Question]
34. (B) [Vocabulary Question]
35. (D) [Comparison Question]
36. (B) [Sentence Structure Question]
37. (C) [Vocabulary Question]
38. (A) [Verb Form Question]
39. (D) [Sentence Structure Question]
40. (A) [Word Form Question]
41. (A) [Sentence Structure Question]
42. (A) [Vocabulary Question]

## PART 2

### Language Form and Meaning p.20

#### Answers

1. (D) [Sentence Structure Question]
2. (C) [Modifier Question]
3. (A) [Word Form Question]
4. (A) [Vocabulary Question]
5. (C) [Vocabulary Question]
6. (A) [Verb Form Question]
7. (B) [Noun Clause Question]
8. (A) [Sentence Structure Question]
9. (B) [Vocabulary Question]
10. (D) [Sentence Structure Question]

#### Explanations

1

The announcement is addressed to the students, so the word "you" needs to appear in the answer choice.

2

"You" needs to be the subject. In addition, the sentence refers to a future activity, so "may choose" should be the verb.

3

"Dress" pants are pants that are worn on formal occasions.

- 4  
“Improper” clothes are those that do not fit an occasion.
- 5  
The student notes that he could not solve two of the homework problems. He understood the others though. So he understood “practically” all of the problems.
- 6  
This sentence refers to an activity in the past, so “could not figure out” must be used.
- 7  
The conjunction “that” must be used following “I am aware.”
- 8  
The student is asking if his friend has some free time. Another term for that is “a spare moment.”
- 9  
Because of the snow, no classes were held on some days. So the school had to “cancel” classes on those days.
- 10  
This clause offers an alternative solution, so “instead of + verb-ing” must be used here.
- 11  
The future simple tense is needed.
- 12  
The plural form of the noun should be used. This matches “questions,” which is also an object in the sentence.
- 13  
After “have resorted,” “to + verb-ing” must be used.
- 14  
Students may cheat when they “copy” other students’ assignments.
- 15  
The essay notes that too many students are cheating. Thus, the number of students cheating is “excessively” high.
- 16  
When talking about solving a problem, the preposition “in” must be used.
- 17  
When giving an explanation, “why” is often used.
- 18  
Punishment that is not severe is considered “light” punishment.
- 19  
The clause needs to begin with “they” since it is referring to “students who cheat.”
- 20  
The comparative form of the adjective is needed.
- 21  
This is an appositive, so a simple noun phrase is needed.
- 22  
When an author has a new book out, it is often referred to as the writer’s “latest” book.
- 23  
A “global” bestseller is one that sells well all around the world.
- 24  
A “highlight” is a memorable event, so one of the highlights of the semester will be the lecture by the novelist.
- 25  
The adjective form of the word is needed.
- 26  
The future simple tense form of the verb should be used.

27

In the sentence, a contrast is made. Parents and local citizens do not have to attend, but “student attendance is mandatory.”

28

A comparison is being made between this year’s and last year’s attendance, so the comparative form of the word must be used.

29

The adverb “how” is needed in this sentence.

30

A year can be “divided” into different periods.

31

The words “that is” are implied here. They fit best with “called the zodiac.”

32

A person is “considered” to be a Cancer if he or she is born during a specific time period.

33

The present participle form of the verb must be used.

34

A horoscope “predicts” a person’s future by telling a person what is going to happen sometime later.

35

When “one of ~” appears in a comparison, the superlative form of the word must be used.

36

A contrast is being made in this sentence, so the phrase must begin with “unlike.”

37

King encouraged people to act, or “behave,” in a manner similar to him.

38

The past simple tense form of the verb is needed.

39

The subject of the sentence must be “King.”

40

Restaurants and places like them are business “establishments.”

41

When a person is partially responsible for an event occurring, the phrase “in part thanks to ~” can be used.

42

When a person wins a prize, it is “awarded” to that individual.

### PART 3

## Reading Comprehension

p.34

### Answers

1. (B) [Main Idea Question]
2. (D) [Inference Question]
3. (D) [Detail Question]
4. (B) [Vocabulary Question]
5. (C) [Inference Question]
6. (D) [Vocabulary Question]
7. (C) [Detail Question]
8. (B) [Pronoun Referent Question]
9. (A) [Detail Question]
10. (B) [Inference Question]
11. (B) [Vocabulary Question]
12. (B) [Main Idea Question]
13. (D) [Detail Question]
14. (A) [Rhetorical Structure Question]
15. (A) [Inference Question]
16. (D) [Vocabulary Question]
17. (C) [Pronoun Referent Question]
18. (C) [Detail Question]
19. (A) [Main Idea Question]
20. (C) [Vocabulary Question]
21. (C) [Pronoun Referent Question]
22. (B) [Detail Question]
23. (A) [Detail Question]
24. (C) [Detail Question]
25. (B) [Inference Question]
26. (D) [Vocabulary Question]

27. (C) [Main Idea Question]  
 28. (B) [Vocabulary Question]  
 29. (C) [Inference Question]  
 30. (D) [Rhetorical Structure Question]  
 31. (D) [Detail Question]  
 32. (B) [Detail Question]  
 33. (D) [Vocabulary Question]  
 34. (D) [Detail Question]  
 35. (D) [Main Idea Question]  
 36. (B) [Vocabulary Question]  
 37. (C) [Detail Question]  
 38. (D) [Vocabulary Question]  
 39. (B) [Detail Question]  
 40. (A) [Detail Question]  
 41. (D) [Rhetorical Structure Question]  
 42. (D) [Pronoun Referent Question]

### Explanations

1

The article is mostly an interview that a reporter at the paper had with the new science teacher.

2

The article reads, "She was kind enough to sit down for an interview with *The Quill and Paper*." So it can be inferred that *The Quill and Paper* is the name of a newspaper.

3

The article reads, "She double majored in chemistry and biology as an undergraduate while simultaneously getting a minor in physics." Since her two majors and one minor were in fields of science, then it is true that she focused on science as an undergraduate.

4

When an individual hopes to "spark someone's interest" in something, it means that the person wants the other one to be interested in and curious about doing some activity.

5

The article notes, "Ms. Burgess added that she welcomes student participation in her classes." So it can be inferred that she expects her students to speak in class.

6

When schools have "specifically" requested tutors in certain subjects, they have "expressly" asked for them.

7

The notice is addressed to students. It also reads, "Therefore, they are looking to replace their paid tutors with volunteers." So the local elementary schools are looking for students to be their new tutors.

8

The "it" that students may require is "transportation" to their school or home.

9

The notice mentions, "A teacher here can provide transportation to your school and home if you require it." Thus, students are not expected to get to the schools they will be tutoring at by themselves. They can get rides there.

10

The notice reads, "To qualify as a tutor, you must have an A average in the subject you wish to teach. You must also be of good character and be willing to work with young children." Since students must qualify to become tutors, it is implied that not all of them are qualified to become tutors.

11

Students who are "exempted from" the school's volunteer program are "excused from" it, so they do not have to participate in it.

12

The passage is mostly about the Galilean moons of Jupiter.

13

The passage reads, "Jupiter has at least sixty-three moons and may have more waiting to be discovered."

14

About Galileo Galilei, the passage notes, "Together, these four moons are called Galilean moons. The reason is that they were discovered by Galileo Galilei in 1610."

15

First, the passage notes, “In fact, one is larger than the planet Mercury while the other three are bigger than Pluto.” Then, it reads, “The largest of the Galilean moons is Ganymede.” Therefore, it can be inferred that Ganymede is larger than Mercury.

16

Something that is “enticing” to astronomers is “appealing” to them.

17

The “it” that liquid water may lie beneath is “a thick layer of ice.”

18

It is written, “For instance, Io is one of the most volcanically active bodies in the solar system.”

19

The passage mostly focuses on how important fossils are to modern-day scientists.

20

Something that is “encased in” ice or tar is “covered with” it.

21

The “they” that can be used to learn about the past are “the fossils.”

22

About plants, the author notes, “In the case of plants, most fossils are simply impressions of the leaves or stems that are set in stone.” Thus, most fossilized plants are not complete specimens.

23

During the passage, the author mentions nothing at all about how the dinosaurs died.

24

About the geological time scale, the author writes, “These permitted scientists to develop something called the geological time scale. It provides a detailed picture of life on the Earth throughout different periods of time.”

25

The author notes, “For instance, dinosaurs first appeared around 250 million years ago and then vanished around sixty-five million years ago. Ever since then, mammals have dominated the planet.” Since dinosaurs “vanished around sixty-five million years ago,” it is implied that there are no dinosaurs presently living on the Earth.

26

The mammals that have “dominated” the planet have “ruled” it for millions of years.

27

The passage describes some new types of alternative energy engines that people are using.

28

When people try to “switch” to alternative energy sources, they attempt to “change” to them.

29

The passage notes, “Nowadays, many engines are used to power cars and other forms of transportation. These vehicles most commonly have an internal combustion engine and rely upon gasoline for power. However, there are several types of engines that can use alternative energy sources. Many people are trying to switch to them because gasoline, which is a fossil fuel, creates pollution and is also a nonrenewable resource.” Since “vehicles most commonly . . . rely upon gasoline for power,” it can be inferred that alternative energy sources are less common than fossil fuels.

30

The passage reads, “Biofuels are fuels that are made from biological material, such as corn, soybeans, and sugarcane.”

31

About cars in Brazil, the author notes, “In fact, most of the cars in Brazil have engines that can operate on either gasoline or biofuel.”

32

The author points out, “The electric engine is utilized for city driving.”

33

When the gasoline-powered engine “recharges” the electric one, it “refreshes” it and therefore gives it more energy.

34

There is no mention in the passage of how easy or difficult it is to renew the batteries of hydrogen engines.

35

The passage is mostly about the fall of the Roman Empire.

36

When there was an “intention” to strengthen Rome, people had a “purpose” of doing it.

37

The passage reads, “There were many reasons that the Roman Empire fell.”

38

When Rome “had been in turmoil,” there was disorder in it.

39

The author writes, “The Romans began to depend upon foreigners to man the armies that they kept on the borders of the empire.”

40

About Diocletian, the author declares, “Emperor Diocletian split the Roman Empire into two halves in the late fourth century.”

41

The author notes, “The Eastern Roman Empire, which later became known as the Byzantine Empire, started to flourish. Its emperor ruled from the city Constantinople, which was built by Emperor Constantine I. As for the Western Roman Empire . . . it declined further.” Then, the author contrasts the Eastern Roman Empire with the Western Roman Empire.

42

The “He” who assumed the title of king of Rome was “Odoacer.”

# Practice Test 2

PART 1

## Listening Comprehension

p.50

### Answers

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

### Scripts & Explanations

1

B: Alice, I heard all about the math contest over the weekend. Way to go.

G: Thanks for saying that. But I pretty much got lucky. I just happened to write down most of the answers before anyone else did.

B: Don't be so modest. You got the highest score at the contest. Everyone says you were incredible and led the team to victory.

The speakers spend most of the conversation talking about how the girl did at the math contest.

2

B: Mr. Jacobs, I have a question about my research topic. Is it all right if I write about hyenas?

M: Hyenas? Hmm . . . I don't believe we studied them. And I specifically mentioned that your reports should be about an animal we covered in class.

B: Oh, right. I had forgotten about that. I guess I'll come up with something else then.

M: Thank you.

The boy wants to write about hyenas, but the teacher says that they did not study hyenas in class. The boy then states, "I guess I'll come up with something else then." Thus, it can be inferred that the boy will not write about hyenas.

3

G: How many colleges are you planning to apply to this year?

B: I haven't made up my mind, but I'll probably apply to at least ten.

G: Why so many? I'm only applying to three schools.

B: I'm not sure where I want to go, so I want to apply to every place that I'm even remotely interested in.

The girl says, "I'm only applying to three schools."

4

- B: Sarah, you missed the bus this morning. What happened to you?
- G: I stayed up late last night studying for our science test, so I got up too late to take the bus this morning.
- B: Oh, I see. How did you manage to get here on time then?
- G: My mother drove and dropped me off on her way to work.

The girl tells the boy, "My mother drove and dropped me off on her way to work," so she went to school by car.

5

- G: I can't believe you fell asleep in the middle of Mrs. Haught's class.
- B: Well, I was so tired I could barely keep my eyes open in her class.
- G: You'd better start going to bed earlier.
- B: I know. Could you believe how mad she got at me? I was so embarrassed when she started chastising me in front of everyone else.

The girl brings up Mrs. Haught to describe what the boy did in her class: He fell asleep in the middle of it.

6

- G: Mr. Thompson, would you mind filling this out for me, please?
- M: Um . . . What exactly is that?
- G: Oh, sorry. I'm applying for a special summer program at the local college. So I need two letters of recommendation. I'm hoping you'll write one of them for me.
- M: Of course. It would be my pleasure. I'll give it back to you by tomorrow.

The girl asks the teacher to write a letter of recommendation for her, and he responds, "It would be my pleasure." It can therefore be inferred that the teacher has a good opinion of the girl.

7

- M: Everyone, please listen closely. We can't have gym class out on the field today since it's being watered now. Instead, we're going to have class in the gym. Everyone please take five minutes to change into your gym clothes. Then, we're going to do some warm-up activities. After that, we'll get a couple of basketball and volleyball games going.

The teacher makes the announcement to tell the students what they are going to do during their gym class.

8

- W: I want you to know that we're going to be holding elections for student government two weeks from today. The available positions are president, vice president, and secretary-treasurer. Student government is lots of fun and a great experience. I hope several of you decide to run for office. If you want to do so, please talk to me anytime this week.

The teacher tells the students, "Student government is lots of fun and a great experience." Thus, she suggests that they run for office because they might enjoy being involved in student government.

9

- W: John Paul Jones is among my favorite people in American history. He was a member of the Continental Navy during the American Revolution. He was the captain of the *Bonhomme Richard*. During a battle with the English ship *Serapis*, he uttered one of the war's most famous quotes. When asked if he was ready to surrender, he responded, "I have not yet begun to fight."

The teacher is mostly talking about John Paul Jones.

[10-13]

- B: That was a fun class we just had, wasn't it?
- G: It sure was, Jim. I can't believe how entertaining it was.
- B: Yeah, and Mr. Jackson said some really nice things about you as well.

10  
 G: I know. Can you believe what he said? I was completely shocked since he doesn't usually openly praise students like that.

B: Yeah, I guess you must have written an amazing paper. What exactly did you write about?

G: Oh, it was nothing special. I just wrote my thoughts about how computers are likely to change society even more in the future. I imagine that Mr. Jackson must have agreed with what I wrote since he liked my essay that much.

B: I suppose you're right. Well, congratulations on doing such a good job with your paper.

G: Do you mind if I ask what you got on your paper?

B: No, not at all. I got a 91. I did fairly well – not as well as you though. However, I was hoping to get at least a 95 since that would help me increase my grade. I'm trying to get from a B to an A<sup>-</sup> by the end of the semester. But I don't know if I'll be able to do it.

G: I'm sure you can. All you have to do is ace the final exam. It's worth, uh, twenty-five percent of our final grade.

B: That's true. But I almost never do well on final exams because I have to study for so many tests at once. Still, I'm going to go home and start studying for the exam tonight. I simply have to raise my grade.

G: Best of luck, Jim. I hope you can do it.

10

The teacher made some nice comments to the girl. So she asks the boy, "Can you believe what he said?" She probably feels pleased since the teacher complimented her.

11

About her teacher, the girl says, "I imagine that Mr. Jackson must have agreed with what I wrote since he liked my essay that much."

12

About his paper, the boy states, "I got a 91. I did fairly well – not as well as you though." A 91 is an A<sup>-</sup>, so it can be inferred that the girl received an A on her paper since she did better than the boy.

13

The boy tells the girl, "Still, I'm going to go home and start studying for the exam tonight."

[14-17]

M: Janet, I need to have a word with you, please.

G: Sure, Mr. Wilkinson. What's going on?

M: I'm interested in knowing when you're going to do your presentation. I know you have been trying to catch up with all of your work since you broke your arm, but all of your classmates did their presentations two weeks ago. I'd say that it's about time you did yours.

G: Oh, all right. How does next week sound?

M: Not so good. I was thinking more along the lines of tomorrow.

G: Tomorrow? B-b-but . . . I couldn't possibly do that.

M: Janet, you've been back at school for a week. All of the teachers have been really easy-going about letting you take your time doing makeup work. But, um, if you ask me, you're being too slow about this.

G: I still don't think tomorrow is possible.

M: Then you can do it the day after tomorrow. That's Thursday. You can give your presentation as soon as class begins.

G: Yes, sir. But I don't know if I'll do a good job or not.

M: I'm sure you'll do fine. I have confidence in you. You get good grades in all of your classes. Besides, it's only a five-minute presentation. It's not like you have to do that much preparation for it.

G: I suppose you're right, sir. Okay. I'll definitely be ready to give my presentation first thing on Thursday morning.

14

The girl and the teacher are mostly talking about the class presentation that the girl has to do.

15

The teacher says, "I know you have been trying to catch up with all of your work since you broke your arm, but all of your classmates did their presentations two weeks ago."

16

The teacher tells the girl, "All of the teachers have been really easy-going about letting you take your time doing makeup work." So he implies that, since the teachers are being easy-going with her, the girl has not finished her work for them.

17

The teacher states, "Then you can do it the day after tomorrow. That's Thursday."

[18-21]

W: Good morning, Kevin. Are you ready to go to the museum for our field trip today?

B: I guess so.

W: What's the matter? Don't you want to go on the trip? I thought you'd enjoy getting out of school for the day.

B: Oh, sure. It's always nice to do something other than just sit in class and listen to lectures. Uh . . . no offense, of course.

W: None taken.

B: Anyway, uh . . . I guess what I mean is that we always go to the museum. At least, we've gone on field trips to the museum for the past three years. And that's kind of boring, um, especially since the exhibits at the museum never seem to change. So we just look at the same things every year.

W: Hmm . . . You may have a point there. What do you suggest we do then?

B: I suppose the easiest suggestion is for us to go somewhere else.

W: Such as?

B: Well . . . if we want to go on a science field trip, we could visit the local university. Maybe a professor or two could show us around a laboratory. As for history, we could visit one of the old Civil War battlefield sites near here. And, um . . . oh, I can't think of any more places off the top of my head.

W: Those are two good ones you gave me. I'll talk to the other teachers about it while we're on the bus. Maybe we can arrange a trip to one of those places . . . uh, or some other place . . . later in the semester. But, for now, why don't you get on the bus? And try to enjoy the museum. Okay?

B: Yes, ma'am. I'll do my best.

18

The speakers are mostly discussing the boy's lack of enthusiasm for the field trip and why he is not excited about it.

19

The boy says that he is happy not to be in school listening to lectures. He then apologizes to the teacher, who responds, "None taken." By saying that, the teacher means that she is not offended by the boy's comment.

20

The boy suggests, "If we want to go on a science field trip, we could visit the local university."

21

At the end of the conversation, the teacher tells the boy, "But, for now, why don't you get on the bus?"

[22-25]

B: I'm going to take a study break for a moment, Cynthia. I'm just about ready to fall asleep. I need to do something to wake myself up.

G: Dylan, the test is in two days. And this is the third study break you've taken in the past hour. If you keep on taking breaks, we're not going to get enough studying done. And that's going to affect my grade, too.

B: I can't help it. I'm so tired right now.

G: Well, that's no surprise.

B: Huh? What is that supposed to mean?

G: I'm talking about the way that you live.

B: I'm totally not following you. What do you mean about the way that I live?

G: First of all, look at that food you're eating. You've got a bag of chips and a can of cola sitting on your desk. You simply can't consume all of that junk food and expect to have enough energy to study.

B: So, uh, what am I supposed to do then?

G: You need to eat healthier food. Look . . . I'm not talking about eating bran muffins and stuff like that. But you need to have more fruits and vegetables in your diet. And cut out all of those trips to fast-food restaurants.

B: But I love fast food. How is not eating at fast food restaurants going to help me?

G: Eating healthy food will provide your body with more nutrition. That way, you'll have more energy. So you won't get sleepy and yawn all the time while we're studying. Oh, here's something else you need to do.

B: What's that?

G: Exercise. I don't think I've ever seen you do any exercise other than during gym class. And you only give a halfhearted effort then. Here, uh, let me tell you a few things you can do to get into better shape . . .

22

The girl tells the boy, "And this is the third study break you've taken in the past hour. If you keep on taking breaks, we're not going to get enough studying done. And that's going to affect my grade, too." So they are probably studying together.

23

About fast-food restaurants, the girl declares, "And cut out all of those trips to fast-food restaurants."

24

The girl says, "You need to eat healthier food." She mentions several times that the boy needs to eat food that is healthy and good for him.

25

At the end of the conversation, the girl tells the boy, "Exercise. I don't think I've ever seen you do any exercise other than during gym class. And you only give a halfhearted effort then. Here, uh, let me tell you a few things you can do to get into better shape." Thus, she is probably going to give the boy some advice on exercising next.

[26-29]

**M**Announcer: Hello, everyone. Welcome back to another episode of *The David Mason Hour*. I'm your host, David Mason, and we're live on KSTR radio. Tonight, our first guest isn't from this country. Instead, he's from across the Atlantic Ocean. His name is Ian Abernathy, and he's an exchange student from Scotland. Good evening, Ian.

B: Good evening to you, Mr. Mason.

M: Ian, you've been here for the past three months. And during that time, you've made quite an impression on your fellow students. In fact, one of the things you've done is that you started a rugby club at your school. Now, uh, I don't know much about rugby. In fact, I don't know anything about it except that it's similar to football. Uh, I guess you call it American football in Scotland, right?

B: That's right, Mr. Mason. I guess rugby and football have some similarities. Actually, uh, football developed from rugby.

M: That's fascinating. I never knew that. Would you happen to know about the history of rugby? Could you tell us a bit about it?

B: I'll do my best. Rugby started in England sometime during the 1800s. It developed from the sport of soccer. People had been playing soccer throughout England for centuries. Then, one day, some students at the Rugby School . . . uh, that's one of the oldest public schools in England . . . some students decided to play a version of soccer in which they picked up the ball and carried it.

M: When did this happen?

B: No one knows for sure. According to legend, it happened in 1823. A student named William Webb Ellis picked up the ball and ran forward with it. Whatever the case, the new style became popular. So, uh, people all around the country began playing it. The first rules for the game of rugby were written down in 1845. And the game continued to evolve throughout the 1800s. Um, I'm not boring you, am I? Shall I go on?

M: By all means. Please continue. I find this fascinating. And I'm sure our listeners do, too.

26

The boy mostly explains the development of the sport of rugby.

27

The boy says, "Rugby started in England sometime during the 1800s."

28

The boy states, "A student named William Webb Ellis picked up the ball and ran forward with it." Since William Webb Ellis was the first to pick up the ball and run with it, then he created the sport of rugby.

29

The boy asks, "Shall I go on?" and the radio announcer responds by saying, "By all means. Please continue." Therefore, the boy is likely to continue talking about rugby.

[30-34]

W Teacher: In today's class, we're going to talk about plants. Now, uh, there are two main types of plants. Can anyone tell me what they are? Greg, why don't you try?

B: Um . . . Conifers and deciduous trees, right?

W: Those are two types of trees, Greg. But trees are only one type of plant. I'm talking about all plants in general. Does anyone else want to try? . . . Hazel, your hand is up. What are the two main types of plants?

G: I believe they are vascular and nonvascular plants.

W: That's correct. Well done. First, I'm going to tell you about these plants in brief. Then, I'm going to show you some pictures to see if you can identify which kind of plant each one is.

Okay. We'll start with vascular plants. Vascular plants have root systems and internal systems that allow them to move water and nutrients to different parts. Most vascular plants have roots, stems, branches, leaves, and flowers. They also typically have either flowers or nuts with seeds. Vascular plants come in a variety of sizes. They can be tiny flowers. And they can be enormous trees. As you've probably guessed, vascular plants make up the vast majority of plant species.

As for nonvascular plants . . . Well, um, they lack the internal transport systems that vascular plants have. Botanists classify nonvascular plants as bryophytes. That's a hard word to spell, but you can find it on the handout I gave at the end of yesterday's class . . . Yes, Greg?

B: I understand what vascular plants are. But what kinds of plants are nonvascular ones? I'm a little confused.

W: Let me see . . . Mosses are nonvascular plants.

So are hornworts and liverworts. Don't worry if you don't know what those two plants are. I'm going to show you some pictures of them in a moment. All right?

As for some other characteristics of nonvascular plants . . . They do not produce flowers or seeds. Instead, they reproduce through the use of spores. Nonvascular plants are often limited in size. As a rule, they don't grow higher than twenty centimeters. They're also found mainly in moist habitats. That enables all their parts to absorb water from their surroundings. Now, let's get to those pictures . . .

30

The teacher mostly talks about two types of plants: vascular and nonvascular ones.

31

When talking about vascular plants, the teacher describes their main features.

32

The teacher tells the class, "Mosses are nonvascular plants."

33

About nonvascular plant reproduction, the teacher notes, "They reproduce through the use of spores."

34

At the end of her talk, the teacher tells the students, "Now, let's get to those pictures."

[35-38]

W Teacher: Look at the screen, please. Check out these works of art. Here is the first one . . . Here is the second one . . . A third . . . And a fourth . . . Nice, aren't they? Bill, can you tell me what they're called?

B: They're not murals. But, um, I think that the name for them begins with an M.

W: You're right on both counts. They're not murals. And the word does begin with an M. Can someone help Bill?

B: Wait. I've got it. They're mosaics.

W: Nice. I'm glad you remembered that. Mosaics are a very old type of art. They're my favorite type of art as well. As you can see from this picture up here . . . mosaics consist of many small pieces of material that are grouped together to form a picture. We call these small pieces tesserae . . . That's T-E-S-S-E-R-A-E. In case you're curious, the word comes from the Latin language. It's the term used by the ancient Romans, who frequently made mosaics.

Traditionally, a tessera . . . er, that's the singular form, by the way . . . a tessera was made of glass or stone. However, in the past, people used seashells, ivory, gems, and various metals. Many modern mosaic artists use ceramics. A tessera can be made in any shape, but squares are the most common.

This is how an artist makes a mosaic. First, the artist finds some kind of surface. It could be something small, such as a vase. Or it could be a large surface, like a floor or a wall. Then, the artist decides what the work of art will look like. After that, the artist glues the tesserae to make the picture. There are two main ways artists do the gluing. For small mosaics, the artist glues the tesserae to the object one at a time. For large mosaics, most artists glue the tesserae to paper and then glue the paper to the large surface.

That's enough about mosaics. Now, let's make our own. I've prepared some paper, glue, and tesserae for you. Let's get to work and see what kinds of mosaics you can come up with.

35

About mosaics, the teacher remarks, "They're my favorite type of art as well."

36

About tesserae, the teacher focuses on how artists use them when they make mosaics.

37

The teacher comments, "Many modern mosaic artists use ceramics."

38

The teacher tells the students, "Or it could be a large surface, like a floor or a wall."

[39-42]

M Teacher: In our area, most farmers harvest their crops from late summer to early fall. When the farmers do that, they suddenly have an enormous amount of food. So . . . can anyone tell me what one of their problems is?

G: They have to get all of that food to the market before it spoils. Otherwise, they won't make any money.

M: That's right. And how can they keep the food from spoiling?

B: They have to preserve it some way.

M: Such as?

B: My dad stores the grain we harvest in a couple of silos. The silos keep the moisture out, so the grain doesn't go bad. Other farmers dry their produce in the sun. That's what raisin farmers do.

M: Good, but you're all missing an obvious one.

G: I've got it. Refrigeration. Farmers use it for both the crops they grow and the animals they slaughter.

M: That's correct, Beth. Nowadays, we don't think much about food preservation. Well, farmers think about it a lot. But most regular people don't consider it at all. However, since ancient times, one of the biggest problems humans have faced has been how to preserve their food. This is especially true for meat. People tried many different refrigeration methods . . . Uh, no. That's not right. I mean preservation methods. People tried many different preservation methods throughout history. They dried food. They salted it. They buried it in the ground. They froze it in ice. They pickled it. Then, fortunately, refrigeration was invented. Do any of you know when that happened?

B: It was during the nineteenth century.

M: Correct. The first refrigeration machines were built in the 1840s. Prior to the invention of refrigeration, people kept meat outdoors during winter. Others used big blocks of ice in iceboxes in their homes. But, thanks to refrigeration, people could keep their food cool – and preserved – all year round in any climate.

Refrigeration was an instant success. Railroad companies built refrigerated cars to transport frozen meat and other food. By the 1870s,

refrigeration ships were sailing the oceans. In the early twentieth century, refrigeration technology began to improve greatly. Home refrigeration machines became available to the wealthy. Then, in 1927, General Electric started making the first mass-produced refrigerator in the United States.

39

The discussion is mostly about various food preservation methods that people use.

40

The boy notes, "My dad stores the grain we harvest in a couple of silos." He also mentions "other farmers." Therefore, it is probably true that the boy lives on a farm.

41

The boy talks about how silos preserve food.

42

The teacher states, "The first refrigeration machines were built in the 1840s."

- 18 (D) [Vocabulary Question]
- 19 (A) [Modifier Question]
- 20 (C) [Sentence Structure Question]
- 21 (B) [Word Form Question]
- 22 (D) [Vocabulary Question]
- 23 (C) [Vocabulary Question]
- 24 (C) [Verb Form Question]
- 25 (B) [Sentence Structure Question]
- 26 (A) [Sentence Structure Question]
- 27 (A) [Vocabulary Question]
- 28 (C) [Sentence Structure Question]
- 29 (C) [Vocabulary Question]
- 30 (B) [Comparison Question]
- 31 (D) [Relative Clause Question]
- 32 (D) [Vocabulary Question]
- 33 (B) [Sentence Structure Question]
- 34 (C) [Modifier Question]
- 35 (C) [Vocabulary Question]
- 36 (A) [Comparison Question]
- 37 (A) [Verb Form Question]
- 38 (C) [Vocabulary Question]
- 39 (D) [Vocabulary Question]
- 40 (B) [Relative Clause Question]
- 41 (A) [Sentence Structure Question]
- 42 (C) [Vocabulary Question]

## PART 2

### Language Form and Meaning p.56

#### Answers

- 1 (D) [Sentence Structure Question]
- 2 (B) [Verb Form Question]
- 3 (B) [Vocabulary Question]
- 4 (B) [Sentence Structure Question]
- 5 (B) [Sentence Structure Question]
- 6 (A) [Vocabulary Question]
- 7 (A) [Sentence Structure Question]
- 8 (D) [Word Form Question]
- 9 (B) [Vocabulary Question]
- 10 (A) [Sentence Structure Question]
- 11 (D) [Word Form Question]
- 12 (C) [Noun Clause Question]
- 13 (A) [Noun Clause Question]
- 14 (D) [Vocabulary Question]
- 15 (C) [Sentence Structure Question]
- 16 (A) [Verb Form Question]
- 17 (B) [Modifier Question]

#### Explanations

1

Since the parents cannot take the boy to school, the word "neither" must be used.

2

A future tense form of the verb must be used since the boy is writing about a future event.

3

When a person does not know something, a common expression that individual may use is "I have no idea ~."

4

"Would you mind + verb-ing" is a polite way to make a request to someone.

- 5 An active verb in the past simple tense needs to be used here.
- 6 When something is damaged, a person can say that it “sustains” damage.
- 7 The cafeteria will be closed for at least two weeks. The time period is not known for sure. To express that the students must continue bringing their lunches until some unknown time in the future, “until otherwise notified” should be used.
- 8 A “boxed” lunch is a lunch that has been prepared at home and then brought to school in a lunchbox.
- 9 When people attempt to make sports teams, they attend “tryouts” for the teams.
- 10 After “do my best,” the to-infinitive form of the verb is needed.
- 11 The noun form of the word must be used.
- 12 After “believe,” the noun clause starting with “that” is often used.
- 13 The pronoun “what” is needed in this question.
- 14 When a person wants to do something, the individual is “willing” to do that action.
- 15 A prepositional phrase is needed in this instance.
- 16 After the phrase “use that money,” the to-infinitive form must be used.
- 17 After the linking verb “become,” a noun as an agent must be used.
- 18 When a group, such as a university, pays for an event, it “sponsors” the event.
- 19 After the verb “spend,” a verb-ing form must be used.
- 20 Because the verb “has” follows the blank, an appropriate subject must come before that verb.
- 21 The noun form of the word must be used here.
- 22 When the shortage becomes worse in the future, the need for more doctors will “increase.”
- 23 When doctors are displeased about all of the paperwork they must do, they are “frustrated” by it.
- 24 The present tense form of a passive verb is needed.
- 25 This describes an ongoing action, so the present continuous tense form of the verb must be used.
- 26 The word “until” is necessary because it describes a time up to when people remain in school.
- 27 To “practice” medicine means to engage in the work of being a doctor.
- 28 A when-clause is needed in this sentence.
- 29 When people try to do something, they “endeavor” to do that action.

30

The comparative form of the verb along with “than” is necessary here.

31

The word “who” is needed since the relative clause modifies the students. In addition, the plural form of the verb must be used.

32

Students pay “tuition” to attend school.

33

The sentence is describing a wish for the future, so the correct phrase must imply a future action.

34

Students who often need scholarships are usually those “from families with low incomes.” In addition, it is common to say that a student is “from a low-income family” when describing that person.

35

Students who do not have enough money to pay for school cannot “afford” tuition.

36

The comparative form of the adjective must be used to describe the “facilities” at the school.

37

Musicians are people who “play” various instruments.

38

When families of musical instruments appear in an orchestra, these musical instruments are “represented” in the orchestra.

39

When describing what musical instruments make up a particular group, it can be said that the group “consists” of these instruments.

40

The present simple tense form of the verb is needed.

41

The present tense form of a passive verb must be used.

42

The passage describes where the musicians in each group sit. It starts by describing the musicians who sit in the front and then moves backward. Thus, “rear” is needed to describe where the last group of musicians sits.

### PART 3

## Reading Comprehension

p.68

### Answers

1. (C) [Author's Purpose Question]
2. (B) [Detail Question]
3. (B) [Inference Question]
4. (B) [Detail Question]
5. (C) [Detail Question]
6. (D) [Vocabulary Question]
7. (B) [Inference Question]
8. (A) [Author's Purpose Question]
9. (D) [Detail Question]
10. (C) [Vocabulary Question]
11. (M) [Vocabulary Question]
12. (D) [Inference Question]
13. (A) [Detail Question]
14. (B) [Main Idea Question]
15. (A) [Inference Question]
16. (C) [Detail Question]
17. (B) [Detail Question]
18. (A) [Vocabulary Question]
19. (D) [Pronoun Referent Question]
20. (A) [Main Idea Question]
21. (D) [Detail Question]
22. (A) [Vocabulary Question]
23. (D) [Rhetorical Structure Question]
24. (C) [Vocabulary Question]
25. (B) [Detail Question]
26. (D) [Main Idea Question]
27. (D) [Vocabulary Question]
28. (A) [Pronoun Referent Question]
29. (A) [Detail Question]
30. (B) [Detail Question]
31. (A) [Inference Question]
32. (A) [Vocabulary Question]
33. (B) [Main Idea Question]
34. (B) [Detail Question]
35. (C) [Detail Question]
36. (A) [Vocabulary Question]

37. (B) [Detail Question]  
38. (B) [Author's Purpose Question]  
39. (D) [Pronoun Referent Question]  
40. (A) [Vocabulary Question]  
41. (C) [Vocabulary Question]  
42. (D) [Detail Question]

### Explanations

1

The author of the letter is describing a special program that she believes her friend should apply to.

2

The author of the letter writes, "I am curious as to whether or not you are still planning to go on that skiing trip with your family this winter vacation."

3

The author of the letter mentions, "Apparently, Westfield State University, our local college, is going to hold an art seminar for thirty students." By noting that the university is "our local college," the letter writer implies that it is located near her home.

4

There is no mention of how long the seminar is going to last.

5

The author of the letter points out, "However, you have to apply for a position. You can do that by submitting a sample of your work."

6

When the author of the letter notes that the boy may not want to "pass up" the chance, she is stating that he should not "miss" the opportunity to apply to the program.

7

By calling it a "once-in-a-lifetime event," the letter writer is implying that the boy will not get another chance like this again.

8

The announcement is made in order to discuss why one teacher is no longer at the school and to provide information about the teacher who has replaced her.

9

The announcement mentions, "Ms. Melvin suffered some serious injuries in a car crash over the weekend."

10

When a person is "optimistic" about something, that individual is "positive" about it.

11

When people "welcome" an individual to a school, they "greet" that person.

12

The announcement notes, "Mr. Potter was highly recommended by the principal of Centerville High School." So it is probably true that Mr. Potter's principal was pleased with his job performance.

13

The principal advises the students, "We expect you to be on your best behavior during the final month of the semester and to treat Mr. Potter as you do all of our other faculty members."

14

The passage describes a wide variety of information about acupuncture.

15

The passage reads, "It was developed in China well over one thousand years ago, but exactly when and how it was created remain mysteries." Therefore, it can be inferred that the origins of acupuncture are not precisely known.

16

The author writes, "Acupuncture involves the inserting of multiple needles into the body."

17

The passage mentions, "It is also becoming more common and attracting new patients in Europe and North America."

18

A type of treatment that is “ineffective” is “useless” and thus does not work at all.

19

The “ones” that claim acupuncture is merely like a placebo are “studies.”

20

The passage focuses on the characteristics of the praying mantis.

21

The passage mentions some of the animals that the praying mantis hunts, but it does not discuss anything about which animals hunt the praying mantis.

22

An animal that has “blinding speed” is able to move very quickly.

23

When describing the praying mantis, the author writes, “It eats other insects, especially moths, crickets, grasshoppers, and flies.”

24

When a praying mantis is holding “a struggling insect,” that insect is struggling because it is attempting to escape from the grasp of the praying mantis.

25

The passage reads, “They are small, have no wings, and cannot reproduce. Gradually, they transform into adult praying mantises.”

26

The story is about the events at the school science fair.

27

The “outcomes” of experiments are the “results” that happen due to the experiments.

28

The “their” that made final decisions are “the judges.”

29

Mr. Morrison tells everyone, “This is clearly the best science fair we’ve ever had.”

30

Mr. Morrison says, “So let’s congratulate Sarah Rafael for the research that she did on bacteria.”

31

Mr. Morrison states, “He designed and programmed his own computer game, which I know many of you had fun with. Let’s congratulate Tim Simpson, the second-place winner.” Since Tim Simpson designed a computer game and “many of you had fun with” it, it can be inferred that his project is something that people can play.

32

Work that is “breathtaking” is “magnificent” because it is so impressive.

33

The passage focuses on the various types of chemical reactions and how each of them occurs.

34

It is written, “In all cases, however, when there is a chemical reaction, a new compound is formed.”

35

Physical reactions are not chemical reactions.

36

A “catalyst” that is needed for a chemical reaction to take place is a “medium” which means a spark that can initiate the reaction.

37

The passage notes, “Combustion happens when oxygen combines with another compound. When this occurs, heat and fire are produced. A catalyst, such as a spark, is needed for combustion to take place. One example of this is when gas and oxygen burn in a car’s engine. The spark plugs in the engine provide the fire necessary to initiate the chemical reaction.”

38

About sodium and chlorine, the author writes, “As for synthesis, it happens when two elements or compounds combine to form a new compound. For example, hydrogen and oxygen can unite to form water, and sodium and chlorine can come together to form salt.”

39

The “it” that takes place is “decomposition.”

40

When something breaks down into its basic “components,” it breaks down into various “parts.”

41

When two compounds “swap” places, they “trade” positions.

42

About acid-base reactions, the passage notes, “Last of all, acid-base reactions occur when an acid and base are combined. After exchanging protons, the two compounds form water as well as some kind of salt.”

# Practice Test 3

## PART 1

### Listening Comprehension

p.84

#### Answers

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

#### Scripts & Explanations

1

B: Did you do any of the reading for our social studies class?

G: I read about half of the material. I'm planning to go over the rest during lunchtime.

B: Do you think it's absolutely necessary to read everything before class?

G: I think so. It definitely helps me understand the material Ms. Reardon teaches. And I don't mind doing the reading anyway.

The students are talking about doing the reading for their social studies class. Then, the girl mentions Ms. Reardon in association with that class. So it is implied that Ms. Reardon is the social studies teacher.

2

G1: You joined a couple of clubs this semester, right? I think I remember you said that.

G2: That's correct. I'm in the science club as well as the Spanish club. Oh, we have a meeting today if that's why you're asking.

G1: A meeting? Which club?

G2: The Spanish club. We're planning to get together in room 108 after school ends.

About the Spanish club meeting, one girl states, "We're planning to get together in room 108 after school ends."

3

M: Robert, you did a great job researching your history paper. I thought you made some good arguments in it. But . . .

B: But what?

M: Your paper had numerous grammar and spelling mistakes. You really need to proofread your work before submitting it. Ask one of your parents to help you.

B: All right. I'll do that in the future.

The teacher advises the student to have his parents help him proofread his work so that they can help him find the mistakes in it.

4

G: Mr. Mayfield, um, about the homework that's due tomorrow. May I get an extension on it, please?

M: Why? You look healthy to me, Sandra.

G: Oh, I'm fine. But the softball team has an away game tonight. So I won't be home until really late.

M: All right. Turn it in the day after tomorrow. But submit it first thing in the morning.

G: Thanks.

The student talks to the teacher about her homework because she wants an extension on it. Thus, she wants to turn it in at a later date.

5

B: Sue, I heard you want to talk to me about something. What's going on?

G: Yeah, I was wondering if you understand the science homework. I can't figure it out at all.

B: I know how to do it, but I don't have time to explain it now. How about giving me a call this evening?

G: Sure. I can handle that. Thanks.

The boy suggests, "How about giving me a call this evening?" The girl agrees with his suggestion.

6

W: Dave, I gave you a B- on your speech.

B: That's not very good. What can I do to improve my performance?

W: A few things. First, try to make more eye contact with your audience. Second, don't pause so much in between sentences. Third, try to speak clearly and in a more confident voice. Do those things, and you can get an A.

The boy asks the teacher, "What can I do to improve my performance?" Then, the teacher explains what he can do to get a better grade.

7

W: I believe most of you heard about the accident yesterday. Please be more careful when crossing the street. Only cross the street at the crosswalk.

And be sure to look both ways before you leave the sidewalk. Do that even if the light is already red. Some drivers don't pay attention and run red lights. Your safety needs to be of the utmost importance.

The teacher is providing some safety tips for the students.

8

M: Two terms that people often get confused are latitude and longitude. These are imaginary lines that go east-west and north-south. I know many of you don't think they're important. But, on the contrary, they're incredibly vital for finding your location, especially if you're on a body of water or in a desert or forest. Now, let me tell you the difference between them.

At the end of the talk, the teacher says, "Now, let me tell you the difference between them." So he is probably going to continue speaking to the students.

9

M: The bell's going to ring in just a minute, so let's stop for today. Let me remind you that your essays are due tomorrow. They should be between 800 and 1,000 words long. They can be typewritten or handwritten. Either way is fine with me. But all essays must employ the five-paragraph style. Any essays that don't use this method will receive failing grades.

The teacher is mostly talking about the students' essays and how he expects them to write their essays.

[10-13]

G: Mr. Lewis, the paper you just handed back had "see me" written on it.

M: Ah, yes, Lucy. That's right. I definitely need to talk to you about your essay.

G: How come? There was only one mistake on it, so I assume I got a decent grade.

M: That's correct. In fact, you got a 99 on it. But your grade isn't the reason I want to speak with you about your paper.

G: Uh-huh.

M: Are you aware of the city essay-writing competition that's coming up? It's going to be held approximately one month from now.

G: I think I remember hearing something about the competition. But that's pretty much it.

M: Well, I think you ought to take part in the competition.

G: Oh, sure. Do I just need to submit this essay? That should be fairly easy to do.

M: To be honest, it's not that simple. There is an actual competition you have to attend. The students who are competing in it are given a choice of two topics to write on. Then, they have one hour to write their essays. Once they're done, they submit their essays to the judges. The judges then determine who the winner of the contest is.

G: So, um, I'd have a limited amount of time to write my essay. I see. Um . . . That sounds like it's kind of difficult. I don't know if I can do it.

M: I'm sure you can. Your writing skills are good enough. You proved that to me with the essay you're holding there. Anyway, I'm currently helping three of your classmates prepare for the contest. If you want to join us, we meet in this classroom from three to four after school every day. What do you think?

G: I guess I can give it a shot. I'll see you later today then.

10

The teacher tells the student, "In fact, you got a 99 on it."

11

When the teacher asks the girl if she knows about the writing competition and she responds by saying, "I think I remember hearing something about the competition," she is implying that she knows very little about it.

12

The teacher declares, "Well, I think you ought to take part in the competition." He also notes, "Your writing skills are good enough. You proved that to me with the essay you're holding there."

13

The teacher mentions that he is going to meet some other students in the classroom after school ends. He then invites the girl to meet them. She responds, "I guess I can give it a shot. I'll see you later today then."

[14-17]

B: What are you planning to do after graduation?

G: Hmm . . . In the immediate future, I'm going to look for some part-time employment during the summer. I need to start saving money.

B: Oh, I'm not talking about that. I mean, uh, are you going to go to college or do something else?

G: I'm heading straight to college. I really wish I could travel abroad for a few months like a couple of my friends are doing. But doing that is simply out of my price range.

B: I know exactly what you mean. As for me, I'm going to go to college. I'm just not sure which one since I haven't heard back from all of the places that I applied to yet.

G: Same here. I'm still waiting to get letters from four places.

B: What do you intend to major in?

G: I am giving serious consideration to majoring in Chemistry. I love studying science, so I'd like to continue doing that. I just want to make sure I can take a lot of laboratory classes. For me, there's nothing more fun than doing experiments in the lab.

B: I wish I were the same as you. I enjoy science like, uh, physics and biology, but I'm not particularly good at it. And I'm awful at math as well.

G: In that case, what do you think you're going to major in?

B: I have no idea. I guess I'm going to experiment by taking classes in several departments during my freshman year. I'll figure out what I like and what I'm good at, and then I'll make a decision on a major when I'm a sophomore.

G: That sounds like a good plan to me.

14

The students are talking about their plans for college with one another.

15

The girl tells the boy, "I really wish I could travel abroad for a few months like a couple of my friends are doing. But doing that is simply out of my price range." So she implies that she cannot afford to travel abroad since it is "out of [her] price range."

16

The girl comments, "I am giving serious consideration to majoring in Chemistry."

17

The boy remarks, "I'll figure out what I like and what I'm good at, and then I'll make a decision on a major when I'm a sophomore."

[18-21]

W: Hi, Jeremy. Is there something you want to speak about with me?

B: Yes, ma'am. I'm curious why I got such a poor grade on my research paper. After all, I followed your directions. I had, uh, nine different sources for my work. That was what you wanted, wasn't it?

W: Yes, Jeremy, I wanted you to have a variety of sources for your paper. However, the problem with your work was the sources you used. You had a large number of incorrect statements in your paper. When I checked your sources, I saw that you had gotten that incorrect information from them.

B: Really?

W: Yes. Really.

B: But those websites looked so professional. The articles even had footnotes. I can't believe they had a bunch of wrong information.

W: Jeremy, you've probably heard this before, but let me repeat it to you: Don't trust everything that you read on the Internet. You simply can't do that.

B: Well, uh, how do I know which sources are legitimate then?

W: That's a good question. In general, look for websites associated with schools and government agencies. They tend to deal mostly with facts. So do the websites of most magazines, journals, and newspapers.

B: I see. But what if those websites get something wrong?

W: You ought to confirm all of your facts by checking at least two or three different websites. If multiple websites give the same details, then the chances are high that the information is correct. There's also something else you can do.

B: What's that?

W: Use books. The library has plenty of encyclopedias and other reference books available. Try using them sometime. It might take you longer than searching the Internet, but the reference books in the library are invaluable. You can find out just about anything you need to know from them.

18

The speakers focus on talking about the sources that the boy used when he wrote his paper.

19

The teacher says to the boy, "You had a large number of incorrect statements in your paper."

20

The teacher remarks, "In general, look for websites associated with schools and government agencies. They tend to deal mostly with facts."

21

About the library, the teacher states, "The library has plenty of encyclopedias and other reference books available. Try using them sometime. It might take you longer than searching the Internet, but the reference books in the library are invaluable."

[22-25]

B: Jane, how was your summer?

G: It was good, but it's also nice to be back at school. I'm ready to start our last year of high school.

B: I know what you mean. I feel the same way. Hey, I heard that you started playing a musical instrument over the summer. Is the rumor true?

G: It sure is. I took flute lessons nearly every day.

- B: Are you going to join the school orchestra? We could definitely use another flutist or two.
- G: That's precisely what I'm planning to do. I learned a lot this summer, but I think it would benefit me if I were to join the orchestra. Do you know when auditions are going to be held?
- B: Er . . . I don't think we have anything like tryouts. It's pretty much like this: If you want to join the orchestra and can play an instrument, you're in.
- G: Oh . . . Is the orchestra not very serious if pretty much anyone can play in it?
- B: No, no. It's not like that. We only have twenty-five members. I'm not quite sure why our members are that low since there are so many students at our school. Well, uh, actually, I think the reason is that the previous band instructor wasn't very popular.
- G: How is the new guy?
- B: He's great. We all love him. But I guess the other students don't know anything about him yet. Perhaps, once everyone learns more about him, some more students will join the orchestra.
- G: I think I'd better hurry up and become a member then.
- B: I suppose so. Why don't you talk to the director after lunch? His name is Mr. Spartan, and his office is in room 203. Just introduce yourself to him. He's a nice guy, so there's nothing to be worried about.
- G: Great! I'll do that. And I look forward to our first practice session together.

22

When talking about their summer activities, the girl responds to the boy's question by stating, "I took flute lessons nearly every day."

23

The boy constantly refers to the school orchestra by saying "we." He is therefore implying that he is a member of the orchestra. Thus, he must be able to play a musical instrument.

24

About the orchestra, the boy notes, "We only have twenty-five members. I'm not quite sure why our members are that low since there are so many students at our school."

25

The boy tells the girl, "Why don't you talk to the director after lunch? His name is Mr. Spartan, and his office is in room 203." She then responds by stating, "I'll do that."

[26-29]

**M Teacher:** After the Wright brothers made their first flight in 1903, numerous people began experimenting with powered flight. As a result, there were swift improvements in airplanes. Basically, airplanes became faster, safer, and larger.

However, it wasn't until 1947 that one crucial milestone in the history of flight was achieved. It took place on October 14, 1947. On that day, Chuck Yeager, who was a captain in the United States Air Force, piloted an experimental aircraft called the Bell X-1. His plane was powered by a special type of rocket fuel. Anyway, Yeager and his plane were airlifted high into the atmosphere by a B-29 Superfortress . . . uh, that was an enormous bomber which was first manufactured during World War II . . . Well, the B-29 dropped the X-1, Yeager fired up the engines, and the plane quickly sped away. Soon afterward, Yeager reached a speed of Mach 1.06. And people on the ground heard the first manmade sonic boom. That's right. Chuck Yeager had just broken the sound barrier.

Now, uh, I made that feat sound really simple. But it wasn't. It took a, well, a tremendous amount of effort to break the sound barrier. In fact, people weren't even sure that it was possible. There were many scientists who believed it would act as a sort of physical barrier and therefore couldn't be exceeded. Obviously, um, they were wrong about that and lots of other things. But that's why people do experiments: to determine if something is possible or not.

Anyway, as soon as people realized it was possible to break the sound barrier, many different things happened. Obviously, one of them was

that military aircraft became much faster. Today, a lot of them regularly exceed the speed of sound. Some can go two, three, or even four times faster than the speed of sound. In addition, civilian aircraft that could break the sound barrier were constructed. The first of these to be used as a passenger plane was the Tupolev Tu-144. It was a Soviet aircraft that flew for the first time in 1968. A few years later, in 1976, the French and British built the Concorde. It was a supersonic passenger plane that made regular flights from London and Paris to New York.

26

The teacher mostly talks about the breaking of the sound barrier in his talk.

27

The teacher points out that the Bell X-1 was the first plane to go faster than the speed of sound.

28

The teacher states, "There were many scientists who believed it would act as a sort of physical barrier and therefore couldn't be exceeded. Obviously, um, they were wrong about that and lots of other things." So the teacher implies that there were a lot of incorrect theories about the sound barrier prior to it being broken.

29

The teacher tells the class, "In addition, civilian aircraft that could break the sound barrier were constructed. The first of these to be used as a passenger plane was the Tupolev Tu-144."

[30-34]

W Teacher: Check out the pictures on page thirty-one of your textbooks, please . . . As you can see, there are three pictures. One is of some flowers. Another is of some trees. And the third is of some bushes. Flowers, trees, and bushes are all plants. Just by looking at them, it's obvious that they have many differences. For instance, um, they differ in size, appearance, and color. Yet all of these plants have similar parts. The three main parts of plants are . . . Anyone?

G: I know. They are roots, stems, and leaves.

W: Correct. Of course, plants have more than three parts. But roots, stems, and leaves are their three primary parts. The roots are found at the bottoms of plants. They enter the ground and help anchor plants to the soil. As a result, this prevents plants from being blown away by the wind or getting swept away by flooding water. What else do roots do?

B: They absorb water and various nutrients from the ground.

W: Well done, Tommy. I'm glad you all seem to be on the ball today. Roots can take in both water and nutrients from the soil. Then, they transport them aboveground to the other parts of the plants. Oh, and one more thing about roots before we continue. You should be aware that the root systems of plants vary. Some are quite small. For instance, you can easily pull many flowers out of the ground by their roots. Others, especially trees, have extensive root systems. Some, such as pine trees, have something called a taproot. This is a root that grows straight down . . . often quite deeply . . . and makes a plant very hard to uproot. Many plants have root systems that spread widely. This is particularly common with desert plants. The roots of desert plants can extend very far in all directions in order to absorb as much water as possible in their dry environments.

Next up is the stem. The stem extends from the roots above the ground. It is typically long and slender. It is quite strong since it needs to support the rest of the plant. The plant's leaves branch off from it. So, uh, what exactly does the stem do? Anyone? . . . No? Okay. Let me tell you then.

30

The teacher focuses on the root systems of plants during her talk.

31

The teacher states, "Roots can take in both water and nutrients from the soil."

32

About taproots, the teacher tells the class, "Some, such as pine trees, have something called a taproot. This is a root that grows straight down . . . often quite deeply . . . and makes a plant very hard to uproot."

33

About desert plants, the teacher comments, "This is particularly common with desert plants. The roots of desert plants can extend very far in all directions in order to absorb as much water as possible in their dry environments."

34

The teacher ends by asking the students if they know what stems do. When no one answers, she says, "Okay. Let me tell you then." Therefore, she will probably begin talking about stems.

[35-38]

W Teacher: Okay. So those are roughly the time periods when modern humans came to occupy the Earth's continents. As I just mentioned, Africa was where we believe modern humans, uh, *Homo sapiens*, evolved. This happened around 150,000 years ago. I also stated that the first modern humans are believed to have left Africa sometime around 70,000 years ago. Now, let me get this discussion started by asking a simple question: Why do you think modern humans left Africa? . . . Who wants to go first?

B: I'll try, Mrs. McKinney. Well, I know the first humans were hunter-gatherers. So most of them followed herds of animals around and hunted them. I suppose it's possible that some of those herds migrated out of Africa and headed into the Middle East and other lands.

G: But the Middle East is mostly a desert environment. Why would large herds of animals wander into the desert? There wouldn't be any food or water for them. That doesn't make any sense to me.

W: Not necessarily, Shannon. Think about it like this . . . Is the climate in this region the same as it was, say, fifty years ago?

G: Fifty years ago? Wasn't there some huge drought then that lasted a few years? There's

definitely no drought here these days. It rains all the time . . . Oh . . . I see your point.

W: Exactly. Climates change. Much of the Middle East is desert now, but it wasn't always the case. 70,000 years ago, it's possible that the Middle East was as green and fertile as this area here.

B: Hey, maybe that's another reason that the first humans left Africa . . . climate. Perhaps a drought in some part of Africa forced them to leave the continent. And I suppose that war could be another reason.

W: That's right. Humans lived in small tribes then. It's entirely possible that defeated tribes left Africa in search of a new homeland. The winners would have stayed while the losers might have had no choice but to depart. Okay, I've heard three good reasons. But I want more. What other possible reasons could there have been for a mass migration?

35

In the discussion, the students and teacher give some reasons why early humans may have left Africa.

36

When the boy mentions that people might have followed herds of animals out of Africa and into the Middle East, the girl disagrees with him by saying, "But the Middle East is mostly a desert environment. Why would large herds of animals wander into the desert? There wouldn't be any food or water for them. That doesn't make any sense to me."

37

The teacher states, "Much of the Middle East is desert now, but it wasn't always the case. 70,000 years ago, it's possible that the Middle East was as green and fertile as this area here." The teacher thus implies that the climate in the Middle East has changed over the years.

38

The teacher remarks, "It's entirely possible that defeated tribes left Africa in search of a new homeland. The winners would have stayed while the losers might have had no choice but to depart."

**M Teacher:** We can divide English literature into several periods. The earliest is known as Old English. This refers to works of literature that were written prior to, hmm . . . around 1100 or so. Old English, by the way, is extremely different from modern English. In fact, if you read some Old English poetry, there's virtually no way you'd understand more than a handful of words. The most well-known work of literature from that period is *Beowulf*. I'm sure all of you have at least heard of it. It's an epic poem that tells the tale of the hero Beowulf and his battles against various monsters.

Well, unfortunately, we're not going to study any Old English literature this year. You'll have to wait until next year to do that. But we are going to study some works from the next period in English literature. The second period is known as Middle English. During that time, the English language was undergoing a lot of changes. It started to look more like modern English. However, Middle English is still hard to decipher. Uh, don't worry, by the way. We're not going to read anything in Middle English. We're going to read versions that have been rendered into modern English.

Anyway, uh, Geoffrey Chaucer was one of the most notable writers during this period. Ah, it lasted from around 1100 to 1500. After that, the next period is Renaissance literature. But we won't cover it for a while. So, um, back to Middle English . . .

As I was saying, Geoffrey Chaucer was a famous Middle English poet. He wrote *The Canterbury Tales*. There were also many works by anonymous authors during that time. *Pearl* is one. *Sir Gawain and the Green Knight* is another. Oh, and I think this is something that will interest you . . . A lot of the literature written in this period features King Arthur and his knights. For example, in the late 1400s, Sir Thomas Mallory published a famous work on King Arthur. It was called *Le Morte d'Arthur*. That's French for "the death of Arthur." We're going to read some excerpts from it. In fact, we're going to read several poems about King Arthur. I love these works, and I'm sure you'll enjoy them as well.

When talking about Old English poetry, the teacher mentions, "The most well-known work of literature from that period is *Beowulf*."

The teacher begins by telling the students that they would have difficulty understanding "more than a handful of words" of Old English. Then, he notes, "During that time, the English language was undergoing a lot of changes. It started to look more like modern English. However, Middle English is still hard to decipher." By stating that Middle English looks "more like modern English," the teacher implies that it is easier to read than Old English.

The teacher tells the class, "Geoffrey Chaucer was a famous Middle English poet. He wrote *The Canterbury Tales*."

When talking about the Middle English works about King Arthur, the teacher declares, "I love these works, and I'm sure you'll enjoy them as well." So it is probably true that he likes Middle English poetry.

## PART 2

## Language Form and Meaning p.90

## Answers

1. (B) [Sentence Structure Question]
2. (C) [Vocabulary Question]
3. (A) [Vocabulary Question]
4. (D) [Noun Clause Question]
5. (C) [Sentence Structure Question]
6. (A) [Comparison Question]
7. (A) [Vocabulary Question]
8. (C) [Verb Form Question]
9. (A) [Vocabulary Question]
10. (C) [Word Form Question]
11. (C) [Sentence Structure Question]
12. (A) [Sentence Structure Question]
13. (B) [Sentence Structure Question]
14. (D) [Comparison Question]
15. (D) [Vocabulary Question]
16. (C) [Comparison Question]

17. (C) [Verb Form Question]  
 18. (A) [Vocabulary Question]  
 19. (D) [Sentence Structure Question]  
 20. (A) [Relative Clause Question]  
 21. (B) [Vocabulary Question]  
 22. (C) [Verb Form Question]  
 23. (A) [Sentence Structure Question]  
 24. (D) [Comparison Question]  
 25. (C) [Modifier Question]  
 26. (D) [Vocabulary Question]  
 27. (A) [Adverb Clause Question]  
 28. (B) [Vocabulary Question]  
 29. (B) [Sentence Structure Question]  
 30. (B) [Vocabulary Question]  
 31. (D) [Modifier Question]  
 32. (A) [Sentence Structure Question]  
 33. (A) [Vocabulary Question]  
 34. (B) [Sentence Structure Question]  
 35. (D) [Verb Form Question]  
 36. (C) [Vocabulary Question]  
 37. (A) [Vocabulary Question]  
 38. (B) [Modifier Question]  
 39. (D) [Word Form Question]  
 40. (A) [Sentence Structure Question]  
 41. (C) [Noun Clause Question]  
 42. (D) [Word Form Question]

### Explanations

1

After “decided,” the infinitive form of the verb must be used.

2

Classes that are not required for students to take in order to graduate are “electives.”

3

Students “enroll” in classes. The important word is “in.” Students “enroll in” classes or “register for” them. Students do not “register in” classes. Thus, (B) is an incorrect choice.

4

A noun clause starting with the relative pronoun “which” must be used in this sentence.

5

The word “for” must be used since “plans for the renovation” is the proper phrase.

6

There is a comparison made between students at the school and at other area schools. So the comparative form of the adjective must be used.

7

Financial “resources” is another term for money.

8

The completion of the renovations is anticipated for summer, so “should” must be used since it is likely, but not guaranteed, that the renovations will be finished then.

9

A school may “alter” its policy on something when it changes the policy.

10

A “licensed” doctor is a doctor who is legally able to practice medicine.

11

An infinitive phrase must be used here to show the purpose.

12

The subject of the sentence needs to be “all tests.”

13

The subject of the sentence must be “It.”

14

A comparison using “as ~ as” is needed.

15

When there are extra faculty members, these members have been “hired.”

16

The superlative form of the adjective must be used.

- 17 The future simple tense form of the verb is needed.
- 18 When a person is sure about something, that individual is “positive” about it.
- 19 To conclude a list, a person may use the phrase “last of all.”
- 20 When referring to a person, the relative pronouns “who” or “that” may be used. Since Julie Johnson is an alumna, she has graduated. Thus, the past tense form of the verb is needed.
- 21 When something gives advantages to people, then people are “provided” with these benefits.
- 22 The present tense form of a passive verb is needed.
- 23 The present participle form of the verb must be used.
- 24 When “one of the ~” is used in a comparison, the superlative form of the adjective should be used.
- 25 When describing something’s name, the phrase “as it is called” is commonly used.
- 26 When sales are decreasing, they are said to have “declined.”
- 27 If people can watch something at any time, they can watch it “whenever they want.”
- 28 When people try various actions, they make “attempts.”
- 29 Since the student was absent, she “could not go” on the field trip with the other students.
- 30 The student writes that she thought the museum would be boring, but it actually was not. Thus, it was the “opposite” of what she had expected.
- 31 The preposition “with” must follow “exhibit.”
- 32 This sentence has a compound verb, so, after “and,” a verb must immediately appear. In addition, the verb must be in the past simple tense.
- 33 Animal migrations usually take place “annually.”
- 34 The sentence must begin with “There were.”
- 35 The article describes a future event, so “is going to close” must be used.
- 36 The article mentions the decreasing number of students at the school. Thus, “attendance” at the school is a problem.
- 37 When fewer students are going to a school, attendance there is said to be “falling.”
- 38 The phrase is an appositive, so it must be a noun phrase.
- 39 A “neighborhood” is an area in which people live.
- 40 The present perfect continuous form of the verb is needed.

41

After “promise,” the conjunction “that” often appears.

42

A noun must be used here because of the word “the” in front of the blank.

36 (C) [Detail Question]

37 (B) [Detail Question]

38 (A) [Vocabulary Question]

39 (D) [Detail Question]

40 (A) [Detail Question]

41 (B) [Rhetorical Structure Question]

42 (B) [Vocabulary Question]

PART 3

Reading Comprehension

p.102

Answers

1 (C) [Main Idea Question]

2 (B) [Vocabulary Question]

3 (A) [Detail Question]

4 (D) [Vocabulary Question]

5 (C) [Detail Question]

6 (B) [Detail Question]

7 (B) [Author's Purpose Question]

8 (B) [Vocabulary Question]

9 (A) [Inference Question]

10 (C) [Pronoun Referent Question]

11 (D) [Detail Question]

12 (B) [Detail Question]

13 (A) [Main Idea Question]

14 (B) [Vocabulary Question]

15 (D) [Detail Question]

16 (B) [Inference Question]

17 (A) [Detail Question]

18 (C) [Pronoun Referent Question]

19 (A) [Vocabulary Question]

20 (C) [Inference Question]

21 (C) [Detail Question]

22 (C) [Rhetorical Structure Question]

23 (D) [Pronoun Referent Question]

24 (D) [Vocabulary Question]

25 (E) [Detail Question]

26 (C) [Detail Question]

27 (B) [Main Idea Question]

28 (A) [Pronoun Referent Question]

29 (C) [Detail Question]

30 (D) [Rhetorical Purpose Question]

31 (C) [Vocabulary Question]

32 (C) [Detail Question]

33 (B) [Vocabulary Question]

34 (D) [Inference Question]

35 (A) [Main Idea Question]

Explanations

1

The article focuses on the success of the student volunteer club.

2

When results are “beyond belief,” they are “shocking” to people.

3

About the club, it is written, “Nearly fifty percent of the entire student body joined the club.”

4

Locals who are “underprivileged” are “deprived” in some way.

5

There is no mention in the article of any students in the volunteer club working with homeless people.

6

About her students, Wendy Foreman states, “I couldn’t be prouder of these students. It’s great to see them doing something productive during their free time.”

7

The notice focuses on some forms that students must turn in to the school.

8

When a parent or guardian “consents” to something, that person “agrees” to do something or to let something happen.

9

The passage reads, “All students who are not yet eighteen years of age must submit a permission slip signed by a parent or guardian.” It can be inferred that some students at the school are eighteen or older, so these students do not have to turn in permission slips.

10

The “it” that may not be provided is “this proof.”

11

It is written, “All students must also provide proof that they have medical insurance.”

12

The notice reads, “Students are expected to listen to their teachers and to follow the rules and regulations of the places that they visit. Failure to do so will result in some sort of punishment, such as detention or suspension.”

13

The notice reads, “This summer, the school has decided to offer some special classes for students who desire to further their educations.”

14

A “nominal” fee is one that is “minor” and therefore does not cost a great deal of money.

15

About the classes, it is written that they “will meet every day from Monday to Friday from ten to noon.” Since the classes will be held five days a week for two hours each day, they will be held for a total of ten hours per week.

16

Because all three of the classes are held at the same time, it may be inferred that a student may only enroll in one of them.

17

There is no class in which students will learn how to drive a vehicle.

18

The “them” that may be cancelled are “their reservations.”

19

“Detrimental” radiation is radiation that may be “harmful” to others.

20

The passage reads, “In addition, the atmosphere provides life-giving oxygen for animals and carbon dioxide for plants.” Since “life-giving oxygen” is provided by the atmosphere, it is probably true that life on the Earth could not exist without the atmosphere.

21

The passage notes, “The troposphere is the layer of the atmosphere closest to the Earth’s surface.” Because plants and animals live on the Earth’s surface, the troposphere is the part of the atmosphere in which they live.

22

About the ozone layer, the author notes, “The stratosphere extends from the troposphere to around fifty kilometers above sea level. It contains most of the rest of the atmosphere in addition to the ozone layer.”

23

The “This” that is the region that keeps the Earth safe from much of the sun’s radiation is “the ozone layer.”

24

When meteors are “incinerated” upon hitting the atmosphere, they are “burned up” in the air.

25

The author mentions, “The fourth layer is the thermosphere. It extends all the way up to 690 kilometers above sea level. It is where the aurora borealis, or northern lights, form.”

26

The passage reads, “Last is the exosphere. It extends thousands of kilometers above the ground until there is no longer an atmosphere but only outer space.”

27

The passage focuses on Thomas Jefferson's role in writing the Declaration of Independence.

28

The "them" that is referred to in the sentence is "the American Founding Fathers."

29

About Thomas Jefferson, the author writes, "He was responsible for the Louisiana Purchase, which more than doubled the size of the United States."

30

The author points out that Thomas Jefferson attended the College of William and Mary.

31

When the author mentions that "most colonists detested the taxes," the author is pointing out that "the colonists hated the taxes very much." The word "detest" means "to hate" or "to dislike a great deal."

32

About King George III, the author writes, "He felt very strongly about the importance of the American colonies being represented in Parliament. Since King George III of England refused to allow that, Jefferson spoke out strongly in favor of independence."

33

When a person's place in history is "cemented," it is "sealed."

34

The passage reads, "Signed on July 4, 1776, it gave freedom to the American colonies and cemented Jefferson's place in history as one of the greatest supporters of the cause of freedom." From this, it can be inferred that most people remember Thomas Jefferson for having written the Declaration of Independence.

35

The passage focuses on how the Vikings were able to sail their ships such long distances.

36

The passage reads, "Starting in the eighth century and continuing until around the tenth, the Vikings began moving out of their homelands. They sailed to the south and west. At first, they simply raided areas and then returned to their homes."

37

About the clinker style, the passage notes, "They were built in what is known as the clinker style. Long planks were overlapped and held together with iron rivets. This made the hulls of the ships very strong."

38

When something can "withstand" rough seas, it can "survive" them.

39

There is no mention in the passage that the Vikings fought battles on board their warships.

40

The author points out, "First, they utilized the knowledge that had been gained by their forefathers and passed down from generation to generation. Thus, the Vikings knew all the harbors, coves, islands, and rocks in their homelands."

41

The author describes the manner in which the Vikings used sunstones to navigate while on the water.

42

"Inclement" weather conditions are those which are "stormy."

# **Appendix**

## **Master Word List for the *TOEFL Junior***

# Master Word List for the TOEFL Junior

## Practice Test I

**allegiance** (*n*) loyalty to a person or group

No one questions Tom's **allegiance** to his country.

**approach** (*n*) a method; a way of doing something

The best **approach** is to use a computer to design the building.

**assume** (*v*) to take over the leadership of a group

Mary **assumed** the manager's position when the previous manager retired.

**biofuel** (*n*) a type of fuel made from some type of organic matter

**Biofuel** is often made from matter such as corn or sugarcane.

**boycott** (*n*) a type of protest in which people refuse to use a service or to buy a company's products

The company gave the protesters what they wanted after a ten-week-long **boycott**.

**breakdown** (*n*) a collapse or failure

Both sides blamed each other for the **breakdown** of talks.

**breakthrough** (*n*) an advance; a discovery, often of great importance

The new product was made thanks to a **breakthrough** that happened in the lab.

**cheater** (*n*) a person who cheats, such as on a test

The two **cheaters** were suspended from school and given failing grades.

**condense** (*v*) to change from a gaseous to a liquid state

Water vapor **condenses** when the weather begins to get warmer.

**consult** (*v*) to look at; to check

I need to **consult** my notes to give you the correct answer.

**contemporary** (*n*) a person who lives at the same time as another

George Washington and John Adams were **contemporaries**.

**corruption** (*n*) dishonesty; immoral behavior

The city of Chicago is known for its political **corruption**.

**deposit** (*v*) to set something down on a surface; to deliver something and then leave

Amy **deposited** her books on her desk.

**disrupt** (*v*) to interrupt; to cause a disturbance; to disturb

The rude student continually **disrupted** the teacher's lecture.

**dissect** (*v*) to cut up; to cut into small pieces

The student is going to **dissect** a frog during his laboratory class.

**elite** (*n*) a person who belongs to the highest class or group

Too many **elites** these days only care about increasing their personal wealth.

**enticing** (*adj*) appealing

There is an **enticing** aroma coming from the kitchen.

**exempt** (*v*) to excuse a person from doing something

The school **exempts** members of sports teams from taking gym class.

**expressway** (*n*) an interstate; a thruway; a large highway with limited entrances and exits and no traffic lights

We plan to take the **expressway** the entire way across the country.

**flash** (*n*) a sudden burst

I had a **flash** of inspiration that gave me the idea for my science project.

**fraction** (*n*) a part; a section; a number that is expressed a/b

It took the computer a **fraction** of a second to do a search for that term.

**frost** (*n*) a condition in which the weather is so cold that dew turns into a small covering of ice

The **frost** killed most of the oranges that were still on the trees.

**horoscope** (*n*) a prediction about a person's future, often based on that individual's birthday

According to my **horoscope**, I am going to have good luck today.

**joker** (*n*) a person who tells many jokes; a humorous person

Matt is such a **joker**, so he always makes people laugh.

**manifest** (*v*) to appear; to form; to come into existence

The particles will **manifest** if you do the experiment properly.

**mutual** (*adj*) common; shared

We have a **mutual** friend whom we both trust.

**nonrenewable** (*adj*) not able to be used again

Coal and oil are two examples of **nonrenewable** sources of energy.

**nonviolence** (*n*) peacefulness; the act of refusing to engage in violent behavior

Gandhi promoted **nonviolence** during his struggles against Great Britain.

**overrun** (*v*) to flood; to take over; to cover

The yard was **overrun** with weeds when the family stopped caring for it.

**overthrow** (*v*) to defeat; to take the place of, often through the use of violence

The colonists **overthrew** their masters and declared independence.

**overwhelmed** (*adj*) overloaded; having too much of something

We were **overwhelmed** by all of the homework that Mr. Appleton assigned us.

**pane** (*n*) glass, often that is used in windows

The boy threw the baseball and shattered a window **pane** with it.

**penmanship** (*n*) handwriting; the art of writing by hand

More schools ought to teach their students to have good **penmanship**.

**reign** (*v*) to rule over a land as a king or emperor

The king **reigned** for more than forty-five years.

**renewable** (*adj*) able to be used again

Solar energy is one type of **renewable** energy.

**replace** (*v*) to substitute one thing or person for another

I need to **replace** these old gloves with a new pair.

**shot** (*n*) a chance; an opportunity

Coach Bird gave Dave one more **shot** to make the team.

**skeleton** (*n*) a complete set of bones for a human or animal

There is a picture of a human **skeleton** on page 198 in the book.

**snout** (*n*) a large nose; a projection from an animal's face that contains its jaws and nose

The pig stuck its **snout** into the food and started eating.

## Practice Test 2

**spark** (v) to cause a fire to start; to flash; to ignite  
Mr. Kelvin managed to **spark** the student's interest in learning about history.

**squad** (n) a team

The basketball **squad** must ride on the bus to get to the game.

**squeamish** (adj) easily upset; easily made nauseous or sick

Cathy becomes very **squeamish** if she sees blood.

**steady** (adj) constant; regular

If you have a **steady** income, you should be able to save money each month.

**tardiness** (n) lateness; the act of being late

Tardiness is not accepted in Ms. Clarkson's class.

**timeline** (n) a line that shows when various events occurred in the past

Look at the **timeline** to see when various historical events occurred.

**tissue** (n) a part of an organism that has numerous cells with the same function

He suffered some damage to his **tissues** in the car accident.

**ton** (n) a measure of weight that amounts to 2,000 pounds

The truck can carry several **tons** of equipment.

**turmoil** (n) disorder; chaos

There was a lot of **turmoil** in the country during the revolution.

**tutorial** (n) a special class in which a tutor gives extra instructions

Mr. Clifford always has a **tutorial** before the final exam.

**yearbook** (n) an annual; a book published for high school or college students that shows pictures of various events from the previous year

Many students wanted to sign Tina's **yearbook**.

**ace** (v) to do very well on something, such as an exam; to get a perfect or near-perfect grade

Sarah **aced** her science test and did not miss a single question.

**acupuncturist** (n) a person who practices acupuncture

After I visited the **acupuncturist**, I felt much better.

**ambush** (v) to hide and then attack someone or something

Many animals prefer to **ambush** their prey.

**appreciate** (v) to understand the value of something and to be thankful for it

We **appreciate** all of the help that you have given us.

**arrange** (v) to set up; to position; to place

Karen is going to **arrange** all of the furniture in her house today.

**assemblage** (n) a group; a crowd

There was quite an **assemblage** of people at the park last weekend.

**barb** (n) a sharp bristle found on an animal

The **barbs** on the animal allow it to protect itself from predators.

**battlefield** (n) the site of a battle

There were hundreds of dead bodies lying on the **battlefield**.

**bore** (v) to make someone uninterested; to cause a person to become bored

Everyone in the class was **bored** by the teacher's lecture.

**branch** (n) the limb of the main stem of a plant, especially a tree

The bird built its nest on one of the **branches** of the tallest tree in the forest.

**clap** (*v*) to applaud; to strike one's hands together to make a sound when one is pleased

All of the members of the audience **clapped** at the end of the performance.

**combustion** (*n*) burning; the igniting or lighting of a fire

The **combustion** of the two compounds caused a fire to start.

**conductor** (*n*) the leader of a band or orchestra; a director

Mr. Carter has been the school's band **conductor** for ten years.

**decomposition** (*n*) the breakdown of a compound; the act of rotting

The **decomposition** of the body caused a horrible smell to be released.

**displace** (*v*) to move; to shift

Several large rocks were **displaced** when the storm caused a serious flood.

**distinguishing** (*adj*) notable

Lisa is interested in learning what Tim's **distinguishing** features are.

**donation** (*n*) a gift, often of money

If you want to make a **donation**, we would appreciate it.

**embarrassed** (*adj*) ashamed

I was **embarrassed** when I slipped and fell down on stage.

**endeavor** (*v*) to try hard

You must **endeavor** to do your best in all situations.

**endurance** (*n*) stamina; a person's ability to survive personal hardship

By exercising every day, you can increase your **endurance**.

**episode** (*n*) a story; an incident; an event

Tell us about one of the most interesting **episodes** in the series.

**follow** (*v*) to understand

Do you **follow** what I am trying to tell you?

**halfhearted** (*adj*) unenthusiastic; lacking enthusiasm or interest

Amy gave a **halfhearted** effort at painting a picture during art class.

**handout** (*n*) a printed paper that has information on it; a brochure

Ms. Sullivan almost always gives her students **handouts**.

**inclined** (*adj*) tending to be or act in some way

I am not **inclined** to assist you because of your bad attitude.

**legend** (*n*) a story from the past that may or may not be true

There are many **legends** about King Arthur and his knights.

**limited** (*adj*) restricted in size or amount

The sale is going to last for a **limited** time only.

**mandible** (*n*) a biting organ found in some animals

The animal's powerful **mandibles** ripped the creature apart.

**model** (*adj*) ideal; perfect

Larry is a **model** student who gets A's in all of his classes.

**modest** (*adj*) humble; not egotistic or vain

She is so **modest** that she refused to accept an award for her hard work.

**mural** (*n*) a painting on a wall

It took George two months to complete the work on his **mural**.

**path** (*n*) a route; a trail

Be sure to take the **path** that goes straight up the mountain.

**placebo** (*n*) something that a patient believes is medicine but which has no effect at all  
Some patients were given aspirin while others received **placebos**.

**pounce** (*v*) to leap suddenly  
The cat **pounced** on the mouse as soon as it came out of its hole.

**praise** (*v*) to compliment; to say nice things about someone or something  
Be sure to **praise** your students when they do good work.

**preparation** (*n*) the act of getting ready for something  
All of our **preparations** for the concert are nearly complete.

**prick** (*v*) to poke  
The sharp needle **pricked** my skin and made me start bleeding.

**relieve** (*v*) to ease; to make one feel better  
Brenda will be **relieved** when she hears the good news.

**remotely** (*adv*) somewhat; nearly; closely  
I am not **remotely** interested in working with him.

**retire** (*v*) to stop working, often because of one's age  
Mr. Jenkins plans to **retire** five years from now.

**reverse** (*n*) the opposite  
What I believe is the **reverse** of what you just said.

**silo** (*n*) a large, cylindrical building in which grain is kept  
The farmer will store all of his grain in those **silos** over there.

**slaughter** (*v*) to kill animals for food; to kill in a brutal manner; to butcher  
The ranchers **slaughter** large numbers of cattle every year.

**spoil** (*v*) to go bad, as in food; to rot  
If you leave the food out of the refrigerator, it will **spoil**.

**surroundings** (*n*) an environment; an area  
Be aware of your **surroundings** at all times.

**telescope** (*n*) a tool used to get closer looks at distant objects  
She used her **telescope** to observe Venus and Mars.

**thunderstorm** (*n*) a heavy rainstorm with thunder and lightning  
Expect the **thunderstorm** to begin around three in the afternoon.

**version** (*n*) a description; an account  
Which **version** of the book is the teacher reading from?

**workman** (*n*) a laborer; a person who does manual labor  
The **workmen** repaired the house for the entire day.

**yield** (*v*) to produce; to result in  
Her research was a waste of time since it **yielded** no positive results.

### Practice Test 3

**accomplished** (*adj*) talented; having many skills; completed  
Clara is one of the country's most **accomplished** writers.

**admire** (*v*) to like very much; to respect  
Many people **admire** Mr. Wilson because he is such an honest man.

**airlift** (*v*) to transport someone or something by air  
The military **airlifted** the necessary supplies to the soldiers.

**alumna** (*n*) a female graduate of an educational institution  
As an **alumna** of that college, Paula likes to support it with donations.

**beach** (*v*) to land one's ship or boat on the shore  
We **beached** the ship on the shore and then explored the island.

**bomber** (*n*) an airplane built for the purpose of dropping bombs  
The air force ordered many **bombers** to be built.

**boom** (*n*) a loud noise; an explosive sound  
Everyone was startled when they heard the loud **boom**.

**confident** (*adj*) sure; certain  
I am **confident** that I will do well in the class.

**considerably** (*adv*) greatly; very much; noticeably  
Jack is **considerably** thinner than the last time we saw him.

**consideration** (*n*) thought; deliberation  
After a lot of **consideration**, I have decided to take the job.

**cove** (*n*) a sheltered area along the shore of a sea, lake, or river  
Sail your ship into that **cove** if the sea becomes too rough.

**crosswalk** (*n*) a designated part of a street where people may cross it  
He told his children that they should only cross the street at the **crosswalk**.

**decent** (*adj*) all right; adequate; neither good nor bad  
The meal was **decent**, but there was nothing special about it.

**decipher** (*v*) to figure out; to solve  
Computers can easily **decipher** many secret codes these days.

**elective** (*n*) a class that a student does not need in order to graduate  
Janet is going to take two **electives** this semester.

**element** (*n*) an aspect  
There are some **elements** of the work that we do not understand.

**encyclopedia** (*n*) a reference book that contains short articles about a wide variety of topics  
There are a number of online **encyclopedias** that people can consult.

**entrée** (*n*) a main course  
The diners are about ready to order their **entrées** from the waiter.

**epic** (*adj*) heroic  
Tony loves to read **epic** poems such as the Iliad and Odyssey.

**excerpt** (*n*) a short passage from a large work; an extract  
After reading an online **excerpt** of the book, Sue decided to purchase it.

**experimental** (*adj*) new; based on an experiment  
This is an **experimental** medical procedure that has not yet been approved.

**footnote** (*n*) a note at the bottom of a page that provides explanatory information  
A good research paper always contains **footnotes**.

**forefather** (*n*) an ancestor  
My **forefathers** came to this country more than 300 years ago.

**further** (*v*) to advance; to promote  
Ms. Thompson promised to **further** Jeff's career if he works with her.

**handful** (*n*) a small number  
A **handful** of students stayed late after school to study in the library.

**handwritten** (*adj*) being written with a pen or pencil  
Your papers need to be **handwritten**, not typed on a computer.

**headmaster** (*n*) the person who is in charge of a private school  
Mr. Sinclair, the **headmaster** of the school, has decided to retire.

**immediate** (*adj*) instant; direct

There is a problem that needs your **immediate** attention.

**knowledgeable** (*adj*) informed; having a lot of knowledge

Julie is one of the most **knowledgeable** people that I know.

**legislative** (*adj*) lawmaking; relating to the legislature

Ms. Keller has a number of **legislative** duties to conduct today.

**legitimate** (*adj*) legal; following the rules or laws

The king is considered the **legitimate** ruler of his country.

**licensed** (*adj*) certified; approved; qualified

You should only visit a **licensed** doctor when you are sick.

**mast** (*n*) a tall structure on a ship that can support a sail

If you climb to the top of the **mast**, you can see further.

**meteor** (*n*) a small object, such as a rock or speck of dust, that has entered the Earth's atmosphere

We are all excited to see the **meteors** later tonight.

**mutually** (*adv*) equally; commonly

Let's try to meet at a **mutually** acceptable time tomorrow.

**oppressive** (*adj*) harsh; cruel; unfair

The reigns of most tyrants are **oppressive** times for the people of their countries.

**pause** (*v*) to stop for a short period of time

You should **pause** for a moment before you continue.

**plank** (*n*) a long, flat piece of wood, often used for construction; lumber

We need several **planks** in order to complete building the house.

**professional** (*adj*) trained; skilled; having a certain occupation

**Professional** athletes can make millions of dollars a year.

**raid** (*v*) to attack suddenly; to assault

The soldiers plan to **raid** the enemy camp at dawn.

**render** (*v*) to change; to turn into

It is possible to **render** cream into butter if you stir it enough.

**rumor** (*n*) an unconfirmed story about someone or something

You need to tell the truth because there are too many **rumors** about the incident.

**seafaring** (*n*) traveling by sea or on the ocean

The tribe has a long **seafaring** tradition, so its members are comfortable on ships.

**session** (*n*) a meeting; a gathering

There is a practice **session** at three for people who want to prepare for the exam.

**shot** (*n*) a try; an attempt

Joe gave his best **shot**, but he did not succeed.

**slender** (*adj*) thin; slim

Cindy is so **slender** now that she exercises daily.

**slip** (*n*) a small piece of paper that has information on it; a small form

Fill out this **slip** and then give it to your teacher.

**sonic** (*adj*) relating to sound

A **sonic** boom is a very loud noise created when something breaks the sound barrier.

**supersonic** (*adj*) faster than the speed of sound

The airline is considering purchasing some **supersonic** airplanes.

**uproot** (*v*) to remove from the ground

Be careful that you do not damage the flowers when you **uproot** them.