

Official Guide

to the

TOEFL Junior[®] STANDARD TEST



Includes CD-ROM with sample questions

Inside you'll find:

- A CD-ROM with Listening questions and scripts
- A full practice test with answer rationales
- A description of all test sections and question types
- Sample questions for each test section



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Introducing the *TOEFL Junior*[®] Standard Test

This Official Guide has been created to help you, the English-language learner, understand the *TOEFL Junior*[®] Standard test and prepare for it. By preparing for the test, you will improve your communication skills and further your English-language studies.

Getting Started

Many middle-school/lower level high-school curricula around the world now require students to be proficient in their use of the English language. The TOEFL Junior Standard test gives you the opportunity to demonstrate your proficiency. The language used in the test reflects authentic English-language usage in the middle-school/lower level high-school environment. Start your preparation for the TOEFL Junior Standard test by reading the following important information about the test, testing requirements, and your test scores.

What Is the TOEFL Junior Standard Test?

The TOEFL Junior Standard test measures academic, instructional, and social English within an English-language middle-school/lower level high-school environment. It is a general English proficiency assessment that is not based on or limited to any specific academic curriculum. The test is divided into three sections: listening comprehension, language form and meaning, and reading comprehension. Each section assesses a different aspect of your English-language abilities.

Who Creates the Test?

Educational Testing Service (ETS) is the nonprofit educational organization that develops and administers the TOEFL Junior Standard test.

Who Should Take the Test?

The TOEFL Junior Standard test is designed for English-language learners aged 11 and older who are not native speakers of English.

What Is the Format of the Test?

The TOEFL Junior Standard test is a paper-based test that assesses the following skill areas:

- Listening comprehension
- Language form and meaning
- Reading comprehension

The test is a multiple choice test and consists of 126 questions divided into three sections: Listening Comprehension (42 questions), Language Form and Meaning (42 questions), and Reading Comprehension (42 questions). The following table shows the timing of the different parts of the test.

Table 1

Section	Time
Listening Comprehension	40 minutes
Language Form and Meaning	25 minutes
Reading Comprehension	50 minutes
TOTAL	1 hour 55 minutes

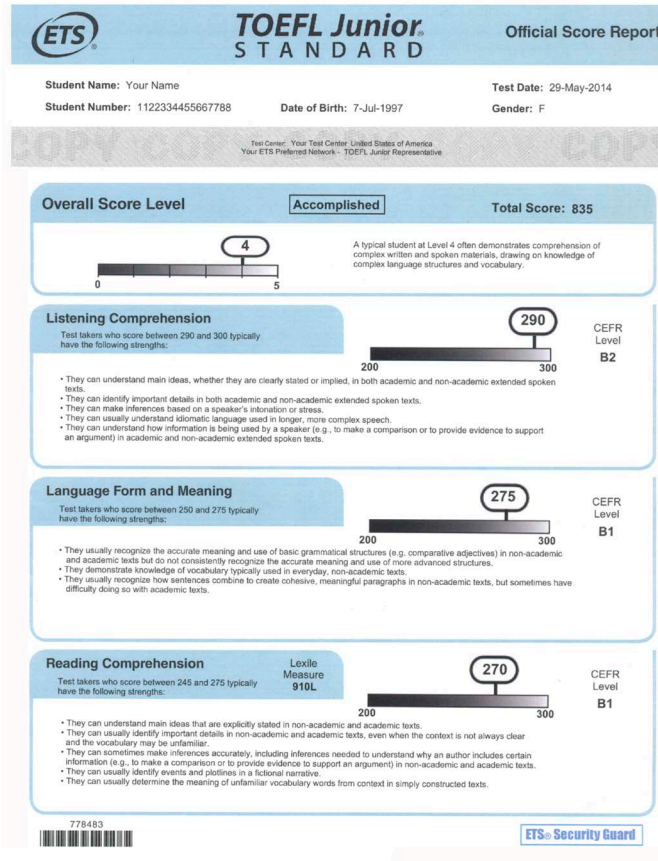
How Are the Test Scores Used?

The TOEFL Junior Standard test serves as a general, objective measure of the English-language abilities needed in a middle-school/lower level high-school environment. Test scores can provide you, your parents, and your teachers with important information about the progress that you are making as an English-language learner in developing language skills over time. In some cases, test scores may be used to determine whether students aged 11 and older who are not native speakers of English should be placed into English-language support classes. In addition, test scores can be used to help you to choose appropriate book selections based on Lexile[®] measures and thereby improve your English reading proficiency. Finally, your Common European Framework of Reference level (CEFR level) helps you to interpret the meaning of your test scores by comparing your CEFR level against a widely used tool for understanding different stages of language learning.

What Will My Score Report Tell Me?

Figure 1 is an example of a score report. You can find information about your overall performance on the test as well as your performance on each of the three sections on the score report.

Figure 1



Overall Score Level

The score report provides three important pieces of information regarding your overall performance on the TOEFL Junior Standard test: 1) an overall score level; 2) a total score; and 3) performance descriptors. The overall score level summarizes your overall performance on the test across all three sections, on a scale of 1 to 5, with 5 being the highest (see Figure 2). The overall score level is determined on the basis of the total score, which is the sum of the scale scores of the three sections (see Figure 2). Table 2 shows the relationship between the overall score level and the total score. Finally, an overall performance descriptor gives you a general explanation about the expected language proficiency level of a typical student who achieves the same overall score as you did (see Figure 2).

Figure 2

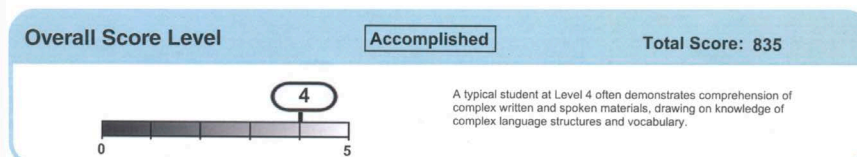


Table 2

Overall Score Level	Total Scores
5	845–900
4	785–840
3	730–780
2	655–725
1	600–650

Performance on the Individual Sections

The score report also includes more specific information about your performance on each section of the test: 1) section scale score; 2) CEFR level; 3) performance descriptors; and 4) Lexile measure (for the Reading Comprehension section only).

Section Scale Score

Section scale scores are created from raw scores, that is, the number of questions you answered correctly in each section. The scale scores range from 200 to 300 in increments of 5 in each section (see Table 3).

Table 3

Section	Score Scale
Listening Comprehension	200–300
Language Form and Meaning	200–300
Reading Comprehension	200–300

CEFR Level

The score report also includes a Common European Framework of Reference (CEFR) level so that your test scores can be used for benchmarking your English proficiency level. The CEFR is a widely used tool for understanding different stages of language learning. CEFR levels reported for each test section represent the following four levels: Below A2 (the lowest performance level measured by the test), A2, B1, and B2 (the highest performance level measured by the test). These levels were established from a standard-setting study conducted by ETS. In the study, the performance descriptors for each section of the test were adapted from the CEFR level descriptors by an expert panel of middle-school/lower level high-school English-language teachers to reflect the TOEFL Junior Standard test content and the age of the test takers. Table 4 shows the relationship between section scale scores and the corresponding CEFR levels.

Table 4

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

Performance Descriptors

Also included with test scores is a description of your English-language abilities. These are in the form of can-do statements describing what students at the level you achieved can typically do. These statements provide useful information for identifying your strengths as well as areas for improvement. For example, if you score between 225 and 245 in the Listening Comprehension section, you may see the following performance descriptors on your score report:

- They can understand the main idea of a brief classroom announcement if it is explicitly stated.
- They can understand important details that are explicitly stated and reinforced in short talks and conversations.
- They can understand direct paraphrases of spoken information when the language is simple and the context is clear.
- They can understand a speaker’s purpose in a short talk when the language is simple and the context is clear.

Lexile® measure

The score report provides one final score for the Reading Comprehension section only: the Lexile measure. The Lexile score is provided so that you can find out what reading materials may help you to improve your English reading skills at your current reading comprehension level.

When you know your appropriate reading level, you can enter it in the Lexile TOEFL Junior website at <http://toefljunior.lexile.com> and find books to read. There, you can also indicate your own interests and create and save a customized reading list from a database of over 50,000 books.

How Do I Sign Up for the Test?

To sign up, please contact an ETS representative in your country. You can find an ETS representative by visiting http://www.ets.org/toefl_junior/contact/standard.

Using This Book

There are five chapters in this book. Chapters 2 to 4 each introduce a section of the test and provide specific instructions concerning passages, contexts, and question types for that section. The fifth chapter contains a practice test that you can take on your own.

Chapters 2 to 4 are each divided into 4 parts: an introduction to the corresponding section of the test; a list of question types and analysis of those questions; strategies for preparing for the test; and sample sets for you to practice what you have learned.

- The *introduction* gives specifics about the format of the corresponding test section as well as general information about the passages and questions covered in the chapter.
- The *question types and analysis* part of the chapter classifies the test questions into different types and discusses strategies for how best to answer each question type. In this part of the chapter, there will be corresponding example questions and explanations to help you better understand the test questions.
- The *basic strategies* part of the chapter suggests tips and skills that will help you prepare to take the test. There are also some daily practice routines and overall advice for you, the test taker.
- In the *sample sets*, you can apply what you have learned about the different question types by doing the sample questions on your own. There are two to four sample sets at the end of each chapter.

The last chapter of the book contains a complete TOEFL Junior Standard practice test. You can use the practice test to become more familiar with the overall structure of the test. In addition, you can check your answers against the provided answer rationales in order to better understand why only one answer is the correct one.

The accompanying **TOEFL Junior® Standard Official Guide CD-ROM** contains audio files for the sample sets at the end of the Listening section, as well as audio files for the full practice test at the end of the book.

Listening Comprehension

The Listening Comprehension section exposes you to a wide range of listening materials, from personal conversations to lectures on academic content. Depending on the type, listening materials may be followed by one or four questions. The section is composed of 42 multiple-choice questions and lasts 40 minutes.

Listening Comprehension Section Format

Category	Listening Materials	Number in the Section	Number of Questions Per Type	Time
Non-academic	Classroom instructions	10	1	40 minutes
	Short conversations	4	4	
Academic	Academic lectures and discussions	4	4	

The Listening section as a whole focuses on assessing the degree to which you have the listening skills required to function in English-medium middle-school/lower level high-school contexts. Three different types of listening materials are included in the section to measure your listening ability for different language use purposes: instructions containing non-academic content; conversations on familiar school-related topics; and lectures or discussions based on academic material.

Listening Comprehension Section Materials

Non-academic Listening Materials

Non-academic listening materials are those in which the information conveyed does not include topics or subjects that might be found in a school curriculum. In addition, the language style of non-academic listening materials is less formal and more conversational than the style found in typical academic materials. Therefore, classroom instructions and short conversation are usually categorized as non-academic.

Classroom Instructions

The first ten questions are based on classroom instructions. Classroom instructions, which are short monologues between 25 and 45 seconds, are given by a teacher or another school staff member such as a librarian, principal, or nurse. Classroom instruction topics cover anything that is relevant to a middle-school/lower level high-school student's classroom or school experience. Classroom instructions include notices, announcements, and other short talks that might occur in the classroom, such as reminders about school events, explanations of classroom procedures, and descriptions of assignments. A lead-in sentence before the talk introduces the speaker and the setting. Examples of lead-in sentences include "Listen to a teacher talking to a class" and "Listen to a librarian speaking to a group of students."

Each talk is played one time and is followed by one question. The question is read once after the talk, and you are allowed ten seconds to mark your answer on the answer sheet.

Short Conversations

The second set of 16 questions is based on short conversations. There are four 90- to 120-second conversations in this part of the Listening section, each followed by four comprehension questions. Short conversations are conversations that you would hear in a middle-school/lower level high-school setting. One of the speakers is always a student; the other speaker is usually another student, but it could also be a teacher, principal, school nurse, guidance counselor, or another school staff member. Short conversation topics are based on activities and events that would be familiar to a middle-school/lower level high-school student, such as class projects, assignments, or after-school sports. A lead-in sentence before each conversation introduces the speakers and the setting. Examples of lead-in sentences for short conversations include "Listen to a conversation between a principal and a student at school" and "Listen to a conversation between two students at school."

Each question in the set is heard one time after the conversation is over. The question will also appear in your test book, along with the answer choices. You are allowed ten seconds to choose your answer and fill it in on the answer form.

Academic Listening Materials

Listening materials that are classified as academic are based on topics you might hear or discuss during a lesson in school and include features representative of academic language. Academic passages will typically use formal language, technical vocabulary, and more complex sentence structures. Academic materials in the Listening section include lectures and discussions focusing on accessible, school-based topics. You are not expected to have prior knowledge of the specific topics, but you should be able to use your knowledge of English to comprehend the information in the lecture or discussion and answer the questions.

Academic Lectures or Discussions

Academic materials are presented in the form of lectures or classroom discussions. Lectures and discussions are between 100 and 180 seconds long and are followed by four comprehension questions. The information presented does not require prior knowledge of the topic. Lectures and discussions are presented in such a way that you should be able to comprehend information about a topic and then demonstrate your comprehension by answering questions. Lectures take place either in a classroom or in the context of a field trip, where an expert is sharing information on a topic. Discussions take place either in a classroom, where a teacher is presenting information and students are asking questions where appropriate, or in the context of a field trip, where one student might ask the expert for clarification on certain points. Topics for lectures and discussions include a wide range of subjects that can be divided into three main categories: science, social studies and the humanities. A lead-in sentence before each lecture or discussion introduces the speakers and the setting. Examples of lead-in sentences for lectures and discussions include “Listen to part of a discussion in a language arts class” and “Listen to a zookeeper speaking to a science class.”

Each question in the set is read once after the talk or discussion, and you are allowed ten seconds to mark your answer on the answer sheet.

Listening Comprehension Questions

Listening comprehension questions assess your ability to comprehend the main idea of a talk, identify important details, make inferences, make predictions, recognize the speaker’s purpose, and understand the various features of conversational language and the meanings they convey.

All questions in the Listening section are single-selection, multiple-choice questions. There will always be only one correct answer and three incorrect answer choices. Each question type has a different focus that will be clarified below.

Type 1: Main Idea Questions

Main idea questions require you to understand and interpret the main idea or gist of the information presented and paraphrase the important points. This type of question appears in all talks and conversation sets. It requires you to understand the overall meaning of a short monologue or the general theme of a conversation or academic lecture. The main idea is often directly stated by the speaker. However, sometimes the speaker expresses the main idea indirectly.

How to Recognize Main Idea Questions

Main idea questions are asked in many different ways, depending on the type of listening material. The following are some examples of main idea questions.

- What is the main topic of the talk/announcement/discussion/conversation?
- What is the subject of the talk/announcement/discussion/conversation?
- What is the teacher/class mainly discussing?
- What does the teacher ask the students to do?

Tips for Main Idea Questions

- Before listening to the information presented in the listening material, scan the question(s) and the answer choices to determine the question type(s) so you know what specific information to listen for.
- Try to recognize key words while listening and write them down as quickly as possible in order to limit memory load. Use the key words to identify the main idea. This is especially important when the main idea is not directly stated by the speaker or repeated throughout the talk.
- Before answering the question, put the main idea in your own words. Then rule out any irrelevant answer choices. Main idea questions are about general information, so answer choices focusing on specific details can be eliminated.

Example 1A

On the recording, you will hear:

(Narrator): Listen to a principal giving an announcement.

(Man): Good morning, everyone. I have a very special announcement to make. This year, three of our students will be receiving national awards for their academic achievements. Krista Conner, Martin Chan, and Shriya Patel have all been chosen to receive awards because of their dedication to their many classes at school. Congratulations to these students for their hard work and to their teachers for providing excellent instruction.

In your test book, you will read:

What is the subject of the announcement?

- (A) Some students are receiving an award.
- (B) The school will be adding new classes.
- (C) The school will be welcoming new teachers.
- (D) Some students are giving an award to their teachers.

Explanation

Certain key words indicate that “award” plays an important role in the announcement. The principal says “reward” and also “congratulations.” Therefore, answer choices (B) and (C) are incorrect because they do not mention an award and simply contain some words from the announcement. Answer choice (D) is incorrect because of the mention of “three students receiving” in the announcement. This means that teachers are not receiving the award. The key words or phrases in the passage are “three students,” “receiving,” and “national awards,” so the correct answer is (A) Some students are receiving an award.

Example 1B

On the recording, you will hear:

(Narrator): Listen to a teacher talking to a science class.

(Woman): The camel is an example of an animal that is especially adapted to survive in harsh conditions. First of all, camels have humps on their backs. Now, many people think that camels hold water in their humps. But that is actually not true. While camels do have to store water, what they carry in their humps is not water but fat. That's their emergency supply of energy in case there's little food to eat. Of course camels wouldn't need to carry a safety supply of fat if it were easy to find something to eat where they live. Unfortunately, in the deserts camels can sometimes walk for days in the hot sun looking for food and water. So when there is little to eat, the fat from their hump allows them to survive for quite a long time—even up to two weeks—without eating anything. When they do get an opportunity to eat and drink, camels consume as much as possible. A camel can drink incredible amounts of water, a lot more than most other animals can take in without getting sick. You see, there's a limit on how much an animal can drink. If an animal were to drink more than necessary, that could even be bad for that animal's health. But a camel's body does not suffer the effects of too much water. After it has stored up plenty of food and water, it can go on for days in a hot desert.

In your test book, you will read:

What is the main topic of the talk?

- (A) Places where camels look for food in the desert
- (B) How camels survive in the desert
- (C) New kinds of foods discovered in the desert
- (D) Why temperatures change quickly in the desert

Explanation

The words that are repeated the most in the lecture are “camel” and “desert.” Therefore, it is likely that the correct answer will include one or both of those words. There are also many words and phrases that are related to the difficulty of living in the desert, such as “harsh conditions,” “emergency supply,” and “hot desert.” By using these key words, you can eliminate both answer choices (C) and (D). Although the hot temperatures in the desert are mentioned, answer choice (D) does not include anything about camels. Answer choice (C) is completely irrelevant because the passage discusses the difficulty of finding food in the desert, not new foods that were discovered. Answer choice (A) mentions specific areas that camels look for food in the desert and although it includes two of the key words, it does not capture the main idea of the passage. The teacher does not discuss where camels search for food but instead focuses on overall ways in which camels are able to survive in the harsh desert, so the correct answer is (B) How camels survive in the desert.

Type 2: Speaker’s Purpose Questions

Speaker’s purpose questions require the listener to understand the overall reason that the speaker is presenting certain information or why two speakers are discussing a specific topic. This type of question appears mainly in classroom instructions but may occasionally appear in short conversation sets. Sometimes the purpose is clearly stated by the speaker, while other times the listener can determine the purpose by identifying key words and phrases.

How to Recognize a Speaker’s Purpose Question

Speaker’s purpose questions are asked in many different ways, depending on the type of listening material. The following are some examples of speaker’s purpose questions.

- Why is the teacher talking about X? [“X” could be a name, date, concept, etc., from the listening material.]
- What is the purpose of the announcement?
- Why are the students discussing X?
- What is the purpose of the talk?

Tips for Speaker’s Purpose Questions

- Try to recognize key words and write them down as quickly as possible to limit memory load. Use the key words to identify the main idea. Understanding the main idea is the first step to understanding why a speaker would want to present the information in the listening material.
- Pay close attention to the context, because it will often help explain why a speaker is presenting the information in the listening material.

Example 2A

On the recording, you will hear:

(Narrator): Listen to a teacher talking to a class.

(Woman): Good morning class! Most of you were here for school picture day last Friday, but a few students were absent. So, if you missed the school picture day, please note that you will have another chance to have your picture taken for the school year book. The photographer will come again next Tuesday.

In your test book, you will read:

What is the purpose of the announcement?

- (A) To remind students about what to wear for picture day
- (B) To warn students about a photography contest deadline
- (C) To explain why some students were absent on picture day
- (D) To inform students about a second chance to have their photo taken

Explanation

While listening to the announcement, you should recognize through certain key words and phrases you hear—such as “school picture days,” “missed,” and “another chance”—that the teacher is talking about some students missing school picture day. Furthermore, the teacher says that those students will have the opportunity to have their pictures taken on a different day. Therefore, the purpose of the announcement, and the correct answer, is (D) To inform students about a second chance to have their photo taken. The teacher never mentions clothing to wear for a picture, so answer choice (A) can be eliminated. The teacher is not explaining why the students were absent, so answer choice (C) is incorrect. Finally, the announcement is not a warning and a photography contest is not mentioned, so answer choice (B) is incorrect.

Example 2B

On the recording, you will hear:

(Narrator): Listen to a math teacher talking to a class.

(Woman): I just wanted to tell you again that you will need to bring your calculators to class tomorrow. We have a lot to review before next week’s exam, and we’ll be able to cover more material and work much faster if you have your calculators with you.

In your test book, you will read:

What is the purpose of the talk?

- (A) To remind students to bring an item to class
- (B) To announce the date of an upcoming exam
- (C) To list the topics that will appear on an exam
- (D) To request that students hand in their homework on time

Explanation

The correct answer choice is (A) To remind students to bring an item to class. The teacher clearly states that the purpose of her talk is to remind students to bring a calculator to class. The purpose is evident in the first phrase: “I just wanted to tell you again [remind you] that you will need to bring your calculators [item] to class tomorrow.” The word “item” in the key substitutes the word “calculators” that is mentioned twice in the talk. Answer choices (B), (C), and (D) are not mentioned by the speaker, so they are all incorrect.

Type 3: Rhetorical Device Questions

Like speaker’s purpose questions, rhetorical device questions ask you to consider the reason that the speaker is presenting certain information. However, rhetorical device questions do not focus on the speaker’s overall purpose for presenting the information but on the speaker’s more specific purpose for discussing information at a certain point within the context of the listening material. The question itself will direct you to the specific information that you should pay attention to while listening to the material. For instance, a speaker might use an example of an elephant when talking about the weight of a heavy machine. A rhetorical device question, then, might ask, “Why does the speaker mention an elephant?” The answer would be: “To emphasize the weight of a machine.” Rhetorical device questions appear in short conversations and academic listening sets.

How to Recognize Rhetorical Device Questions

The following are examples of possible rhetorical device questions.

- Why does the teacher discuss X?
- Why does the boy/girl mention X?

Tips for Rhetorical Device Questions

- Read the questions before listening to the lecture, discussion, or conversation. Take note of any rhetorical device questions and listen specifically for key words related to that question. For example, if the question is, “Why does the teacher mention nests?” then make sure you listen carefully for the word “nest” and what point the teacher is trying to make when he or she uses it.

Example 3A

Excerpt from a short conversation:

(Girl): Hi, Jeff. Hey, have you been to the art room today?

(Boy): No, why?

(Girl): Well, Mr. Jennings hung up a notice about a big project that’s going on downtown. You know how the city’s been doing a lot of work to fix up Main Street—you know, to make it look nicer? Well, they’re going to create a mural.

(Boy): What do you mean by a mural?

(Girl): Like when someone paints the entire side of a wall. A mural . . .

(Boy): Where are they doing that?

(Girl): On that big wall at the public library. And students from this school are going to do the whole thing . . . create a design and paint it and everything. I wish I could be a part of it, but I’m too busy.

(Boy): Cool! I’d love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork every day.

In your test book, you will read:

Why does the girl mention “the entire side of a wall”?

- (A) To explain what a mural is
- (B) To encourage the boy to join the art club
- (C) To ask the boy for help with an assignment
- (D) To tell the boy about a building being constructed downtown

Explanation

This rhetorical device question is directed at the meaning of the word “mural.” In the exchange before the girl mentions the wall, the boy says, “What do you mean by a mural?” He is asking the girl what a mural is. The girl mentions “the entire side of a wall” when she responds to his question. Therefore, the correct answer is (A) To explain what a mural is. Although the boy and girl talk about art, there is no mention of an art club, so answer choice (B) is incorrect. The boy and girl are talking about a project but not an assignment; furthermore, the girl is not asking for any help. Therefore, answer choice (C) can be eliminated. Finally, the girl does not mention anything about a building being constructed, so answer choice (D) is also incorrect.

Example 3B

Excerpt from a lecture in a social studies class:

(Woman): . . . The objective of a folk game was most often to move the ball to some fixed point and score points. Sounds a lot like modern games, doesn’t it? But in actuality, folk games were much different!

. . . The teams that played in folk games were nothing like the carefully structured teams in today’s games. Today, each player has a specific role—like in soccer, when one player’s job is to protect the goal and another’s job is to try to score. There’s a lot of specialization in roles and positions. But in the past, folk games were played more like children play games today. Think about how kids usually play a game: they will often change positions or roles. This is more or less how teams were organized in the past.

And another difference—nowadays, sports games are considered very positive activities.

In your test book, you will read:

Why does the teacher discuss how children play games today?

- (A) To explain the origins of modern children’s games
- (B) To compare old folk games with modern children’s games
- (C) To emphasize that only children participated in old folk games
- (D) To point out that the rules for old folk games were very simple

Explanation

The teacher first talks about the players' roles in modern games and then says, "But in the past, folk games were played more like children play games today." Therefore, she is comparing modern children's games with old folk games. The correct answer, then, is (B) To compare old folk games with modern children's games. The teacher does not mention anything about the origins of modern children's games or about the rules of folk games, so answer choices (A) and (D) are incorrect. Furthermore, the teacher does not say that only children participated in old folk games, so answer choice (C) is also incorrect.

Type 4: Inference Questions

Inference questions ask about specific information that is implied but not specifically stated by a speaker. This type of question appears in all types of listening materials.

How to Recognize Inference Questions

Inference questions often include the words "imply," "infer," or "probably true." These words mean that the information is most likely true but is not directly stated. The following are some examples of inference questions.

- What does the teacher imply about X?
- What is probably true about X?
- What can be inferred about X?

Tips for Inference Questions

- All conclusions and inferences should be based on information included in the lecture, discussion, conversation, or classroom instructions—not on your own prior knowledge of the topic.
- Make sure to listen for key words to give you relevant information to answer the question.
- Eliminate any answer choices that are obviously contradictory or completely irrelevant to the talk.

Example 4A

On the recording, you will hear:

(Narrator): Listen to a conversation between two students.

(Boy): Hi there! We missed you in social studies class yesterday. What happened?

(Girl): I wasn't feeling well, so I stayed home.

(Boy): Well, how do you feel now?

(Girl): Still sneezing, but that's it. I was actually wondering, can I copy your notes from yesterday's class?

(Boy): Well, of course you can look at my notes, but my handwriting is pretty bad. Tina was there too. Her handwriting is really good, so maybe you should ask to see her notes.

(Girl): OK, that's a great idea. Do you know where she is now?

In your test book, you will read:

What can be inferred about the boy's notes?

- (A) They are not complete.
- (B) They are difficult to read.
- (C) The boy gave them to Tina.
- (D) The boy does not want to show them to others.

Explanation

The information needed to answer this question is found at the end of the conversation. The girl asks for the boy's notes, and the boy states that his handwriting is bad and that maybe the girl should ask Tina for her notes—because her handwriting is good. Therefore, it can be inferred that the boy's notes are difficult to read, so the correct answer is (B) They are difficult to read. The boy does not refuse to give the notes to the girl, and we can assume that they are complete by his readiness to give the girl the notes, so answer choices (A) and (D) are incorrect. The boy says nothing about giving the notes away, so answer choice (C) is also incorrect.

Example 4B

Excerpt from a lecture in a science class:

(Woman): . . . While camels do have to store water, what they carry in their humps is not water but fat. That's their emergency supply of energy in case there's little food to eat. Of course camels wouldn't need to carry a safety supply of fat if it were easy to find something to eat where they live. Unfortunately, in the deserts camels can sometimes walk for days in the hot sun looking for food and water. So when there is little to eat, the fat from their hump allows them to survive for quite a long time—even up to two weeks—without eating anything. . . .

In your test book, you will read:

What does the speaker imply about the food that camels eat?

- (A) It is full of fat.
- (B) It dries out quickly.
- (C) It is difficult to find.
- (D) It contains a lot of water.

Explanation

The speaker talks about how camels need to store fat and water in order to survive in the hot desert. Based on this information, the clear inference is that food is not easy to find in the desert environment. Therefore, the correct answer is (C) It is difficult to find. The speaker mentions the word “fat,” but does so in reference to a camel storing fat, so answer choice (A) is an incorrect inference. The speaker also talks about the dry desert, but she does not say anything to suggest that food dries out quickly, so answer choice (B) is incorrect. The speaker says camels drink water whenever possible, but she does not talk about camels eating food that contains a lot of water. Therefore, answer choice (D) is also an incorrect inference.

Type 5: Prediction Questions

Prediction questions ask the test taker to predict an action that will likely be taken next, based on what is said by a speaker. The information is either stated directly or implied by the speaker. You will have to understand the speaker's purpose in order to make reasonable predictions. This type of question appears in all types of listening materials.

How to Recognize Prediction Questions

Prediction questions generally refer to what the speaker, speakers, or audience will do next. The questions are similar for each type of listening material. The following are some examples of prediction questions.

- What will the class/teacher/students probably do next?
- What will the students probably do after school?
- What will the boy probably do this weekend?

Tips for Prediction Questions

- Pay close attention to the context and the key words because they will give you the relevant information you need to answer the question.
- The information needed to answer prediction questions often comes at the very end of the talk.

Example 5A

On the recording, you will hear:

(Narrator): Listen to a science teacher speaking to her students.

(Woman): Remember, the first step is to put on your safety glasses. Safety is the most important rule when doing experiments. We're going to be observing what happens as we heat and cool different substances, and it's possible that some of the containers might break and cause a mess. If there are no questions, let's start with the first one.

In your test book, you will read:

What will the students probably do next?

- (A) Clean up a mess in the laboratory
- (B) Ask the teacher some questions
- (C) Present reports about a science experiment
- (D) Put on safety glasses

Explanation

The correct answer is (D) Put on safety glasses. At the beginning of the talk, the teacher very clearly says "the first step is to put on your safety glasses." She then goes on to explain the procedure of the experiment. The teacher does not mention cleaning up the laboratory or presenting reports, so answer choices (A) and (C) can be eliminated. The teacher says "If there are no questions, let's start with the first one." This statement tells you that none of the students have asked questions and that the teacher is ready to begin the experiment. Therefore, answer choice (B) is also incorrect.

Example 5B

Excerpt from a short conversation:

(Narrator): Listen to a conversation between two students.

(Girl): . . . I was actually wondering, can I copy your notes from yesterday’s class?

(Boy): Well, of course you can look at my notes, but my handwriting is pretty bad. Tina was there too. Her handwriting is really good, so maybe you should ask to see her notes.

(Girl): OK, that’s a great idea. Do you know where she is now?

In your test book, you will read:

What will the girl probably do next?

- (A) Finish an assignment
- (B) Look for a classmate
- (C) Copy the boy’s notes
- (D) Talk to her social studies teacher

Explanation

At the end of the conversation, the boy suggests that the girl look at another classmate’s notes. The girl ends the conversation by asking where that classmate is, so the correct answer choice is (B) Look for a classmate. No assignment is mentioned, so answer choice (A) is incorrect. The boy suggests that the girl NOT copy his notes, so answer choice (C) can be eliminated. Social studies class is mentioned at the beginning, but the girl says nothing about talking to her teacher, so answer choice (D) is also incorrect.

Type 6: Pragmatic Meaning Questions

Pragmatic meaning questions require you to understand meaning created by changes in stress and intonation (prosody) in English, as well as understanding idiomatic speech. For example, a girl might say, “Well, that’s what I used to think. But then I read an article.” Then the question might ask, “What does the girl mean when she says ‘Well, that’s what I used to think’?” In the recording, the girl’s intonation rises and she stresses the words “used to,” so it can be inferred that her opinion used to be X but now has changed to Y. The question might also ask you to interpret the tone of the speaker’s voice with a question such as “How does the girl feel when she says ‘X’?” Finally, pragmatic meaning questions may ask about an idiomatic phrase, which you should be able to understand through the surrounding context within the conversation.

How to Recognize Pragmatic Meaning Questions

Pragmatic meaning questions appear only in short conversation sets. The part of the conversation that is being tested will always be repeated within the question. The following are possible examples of pragmatic meaning questions.

- What does the girl mean when she says, “X”?
- What does the speaker imply when he says, “X”?
- How does the boy probably feel when he says, “X”?

Tips for Pragmatic Meaning Questions

- Pragmatic meaning questions mainly test your ability to understand implicit meaning through interpreting the attitude and feelings of the speaker.
- Pay attention to the speaker’s tone of voice to determine his or her feelings, or level of certainty about a topic.

Example 6A

Excerpt from a short conversation:

(Boy): Well, my uncle is an architect. He has so many books about architecture at his house that it’s almost like a library! I’m sure he has a copy of the book you are looking for, or at least a different book with similar information.

(Girl): Wow! Do you think he’ll let me borrow it?

(Boy): Of course. We can walk over to his house together after school today. Then you can talk to him about the book.

(Girl): That sounds great. I’ll meet you at the main entrance right after school.

In your test book, you will read:

How does the girl probably feel when she says, “Wow! Do you think he’ll let me borrow it?”

- (A) Excited
- (B) Nervous
- (C) Confused
- (D) Confident

Explanation

The boy explains that his uncle is an architect and will surely have the book the girl is looking for. The girl responds: “Wow! Do you think he will let me borrow it?” From the context, it can be inferred that the girl would be happy to find the book that she needs. Therefore, the correct answer is (A) Excited. When listening to the question, it is important to note the girl’s tone. This will help you to understand that the girl is excited. There is no reason that the girl would feel nervous or confused, so answer choices (B) and (C) can be eliminated. Likewise, nothing in the girl’s response suggests that she feels confident. Therefore, answer choice (D) is also incorrect.

Type 7: Detail Questions

Detail questions require you to identify details that are important to the central theme of the lecture, discussion, or conversation. These questions appear in short conversation and academic listening sets.

How to Recognize Detail Questions

The type of detail question asked depends greatly on the content of the listening material. The following are examples of possible detail questions.

- Why is the boy excited about X?
- What does X do after Y?
- According to the talk, where/when/who is X?

Tips for Detail Questions

- Detail questions mainly test your ability to identify important information presented in the listening material. Before listening to the talk, discussion, or conversation, scan the question and the answer choices so you can listen for specific key words.
- If an answer choice is about a detail that is not mentioned in the listening material, you can easily rule out that answer choice.
- Remember that a correct answer choice for a detail question is one that is consistent with the main idea of the listening content.

Example 7A

Excerpt from a short conversation:

(Girl): . . . They want the mural to be about nature, so I guess all the design ideas students come up with should have a nature theme.

(Boy): That makes sense—they've been planting so many trees and plants along the streets and in the park.

(Girl): If you're interested, you should talk with Mr. Jennings.

(Boy): This could be so much fun. Maybe I'll try to visit the zoo this weekend . . . You know, to see the wild animals and get some ideas, something to inspire me!

(Girl): Well, maybe you should go to the art room first to get more information from Mr. Jennings.

In your test book, you will read:

Where does the boy say he may go this weekend?

- (A) To the zoo
- (B) To an art store
- (C) To Main Street
- (D) To the public library

Explanation

In the conversation, the boy says, “I’ll try to visit the zoo this weekend . . . You know, to see the wild animals and get some ideas, something to inspire me!” Therefore, the correct answer is (A) To the zoo. There is no mention of a public library, Main Street, or an art store in the conversation, so answer choices (B), (C), and (D) are incorrect.

Example 7B

Excerpt from a discussion in a science class:

(Girl): . . . Balloons have been on my mind because I was watching the local news and they said there is going to be a ballooning contest in our town next month. A lot of people flying hot-air balloons are going to take off from the high school field. They are all supposed to fly to a specific place and see who gets there first.

(Woman): Oh, that will be great to go and see. And you can be sure that the pilots in that contest will be finding out the weather forecast. The most crucial factor is the wind—its direction and strength. If you get on board but forget to check the wind, a balloon flight may turn out to be a long adventure before you touch the ground again. So you can see why hot-air balloons are used today mostly just for fun.

In your test book, you will read:

According to the teacher, what should pilots do before a balloon flight?

- (A) Check weather reports
- (B) Find out about other air traffic
- (C) Follow instructions from someone on the ground
- (D) Choose the right balloon for the conditions

Explanation

This detail is thoroughly explained in the final exchange when the teacher highlights the importance of wind and the weather forecast, so the correct answer is (A) Check weather reports. Air traffic is never mentioned in the discussion, so answer choice (B) can be eliminated. The teacher never talks about following instructions from someone on the ground, so answer choice (C) is incorrect. While the teacher does talk about the weather conditions, choosing a balloon is never mentioned, so answer choice (D) is also incorrect.

Basic Strategies for the Listening Comprehension Section

Test Skills

- Scan the questions before listening to the lecture, discussion, conversation, or classroom instructions. Underline the key words in the questions in order to highlight what to listen for.
- While listening, focus on the general content of the material and write down the key words. Don't pay too much attention to small details and words you miss. Pay special attention to words that are mentioned multiple times.
- Use the context of the content to help you understand words you do not know.
- Pay attention to connecting words and phrases that could help you understand transitions between ideas or points in the content of the listening material. For example, conjunctions such as "but," "however," "yet," and "unfortunately" will help direct you in understanding a lecture or discussion.
- Read the questions carefully. Avoid choosing the wrong answer out of carelessness. After reading the choices, you should rule out choices that are obviously wrong, and then choose the best answer according to your notes and your understanding of the talk.
- After choosing an answer, do not worry about previous questions. Unlike a reading test, you will not be able to check your answer against a text, so you should move on to the next question.
- All of the information that you need to answer the questions is found in the listening material. Do not try to make inferences or draw conclusions based on outside knowledge.
- Relax. The Listening section has set times, and you need to do your best to not be nervous. Your mood during the test is very important because it can affect your performance.

General Tips for Improvement

Listening is not only an essential skill that the TOEFL Junior test aims to measure, but it also plays a crucial role in the process of English language learning. Good listening skills also correspond to improved speaking, reading, and writing skills. Your listening ability will improve with consistent daily practice. To develop stronger listening skills, you should widen your range of listening materials to include news and television broadcasts, stories, and academic lectures. Listening to some English songs and watching some English movies or television series will not only improve your listening skills but also strengthen your knowledge of different English-speaking cultures.

Daily Practice

- Enlarge your vocabulary by:
 - o Reading extensively and looking up new words in the dictionary. Be sure to note and study the meaning, form, and pronunciation of all new words that you look up. Try to write the definition in English, as well as in your own language.
 - o Listening to a variety of materials. Pay attention when you hear new words and write them down.
 - o Making flash cards to help you remember new words.
- Don't start above your level. Start with listening materials that are at the appropriate level for you, and then gradually increase the difficulty.
- Become familiar with a variety of accents and speeds of speech by:
 - o Listening to news broadcasts, radio shows, and podcasts from different English-speaking nations.
 - o Watching movies in English.
 - o Paying attention to different pronunciations and intonations.
- Practice taking notes when you are listening to academic lectures in order to get used to writing down unfamiliar words with unknown spellings.
- Think about your own strategies for learning and understanding listening talks and conversations. You have to choose the methods that work best for you!

Listening Sample Sets

Listen to Track 1 on the CD.

1. What is the purpose of the talk?

- (A) To explain to students why debating is important
- (B) To describe to students the process for class debates
- (C) To discuss ways that students can improve their classroom debates
- (D) To find out whether students would be interested in starting a debate team

Listen to Track 2 on the CD.

2. What does the teacher say about the plants in the photographs?

- (A) They can be harmful.
- (B) They are used in medicines.
- (C) They are difficult to identify.
- (D) They no longer grow in the area.

Listen to Track 3 on the CD.

3. Where is the conversation probably taking place?

- (A) On a bus
- (B) At a restaurant
- (C) In the mountains
- (D) At a school

4. Why is the boy surprised?

- (A) He did not think he could hike far.
- (B) He thought it would be a rainy day.
- (C) He did not expect to see the girl today.
- (D) He thought he was going to be late for class.

5. What caused plans to change during the trip to the mountains?

- (A) A student got hurt.
- (B) It was snowing in the mountains.
- (C) A path on the mountain was closed.
- (D) The students were too tired to climb to the top.

6. What does the girl suggest about the food on the trip?

- (A) It did not taste good.
- (B) There was not enough to eat.
- (C) It was prepared before the trip.
- (D) The students enjoyed making it.

Listen to Track 4 on the CD.

7. What is the main topic of the talk?

- (A) The influence of the Roman Empire on businesses
- (B) Improvements in electronic mail services
- (C) Ways that postal services have changed over time
- (D) Reasons that most people do not send paper documents

8. What does the teacher suggest about the early mail carriers who rode on horses?

- (A) They were highly respected by people at the time.
- (B) They often took a piece of mail only part of the way.
- (C) They usually traveled with soldiers for protection.
- (D) They had to pass a physical test to get the job.

9. What happened to the Roman mail system when the Roman Empire ended?

- (A) It was taken over by a private business.
- (B) The Romans destroyed most of it.
- (C) It continued to be used for a period of time.
- (D) Countries fought to manage it.

10. What led to the establishment of private postal systems during the Renaissance?

- (A) An increase in international business
- (B) Growing numbers of people who could read and write
- (C) Advances in printing technology
- (D) Changes in landownership laws

Language Form and Meaning

The Language Form and Meaning (LFM) section indirectly assesses your knowledge of the grammatical and lexical structures necessary for accurate comprehension and effective communication in English. The questions are designed to be an indirect measure of one area of English communication that is not the primary focus of the test, that is, writing. The questions are presented as cloze questions within a single paragraph. There are six to eight paragraphs, or passages, that contain the cloze questions, and the passages vary in length and complexity. The LFM section has 42 questions, and students have 25 minutes to complete it.

Language Form and Meaning Section Format

Category	LFM Passages	Number in the Section	Number of Questions per Type	Time
Nonacademic (4–5 sentences)	E-mails	3–4	4	25 Minutes
	Announcements			
Academic (7–9 sentences)	Expository	3–4	6–8	
	Biography			

Language Form and Meaning Section Passages

LFM passages contain cloze questions. The passages are either short, non-academic passages or longer, academic passages. Both passage types are designed to be representative of the reading materials that you are likely to encounter in a middle-school/lower level high-school environment on a regular basis, such as e-mails, announcements, and expository (academic) texts. These passages are similar in content and language complexity to those found in the Reading Comprehension section. The passages are presented as one cohesive paragraph to provide you with the context you need to correctly answer the questions.

Language Form and Meaning Questions

There are two general types of questions in the LFM section: language form, or grammar; and language meaning, or vocabulary.

Type 1: Language Form Questions

Language form questions test your ability to recognize the proper content and structures needed to complete a grammatically correct sentence in English. The grammar structures tested are not based on those taught in any specific curriculum. Rather, after researching a wide range of curricula around the world, test designers determined a range of structures that are commonly taught. If you are able to recognize correct and incorrect grammatical structures based on information taught in your English language classes, you should be prepared for the LFM section. The language form questions do not test whether you have memorized a particular grammar structure or rule. They test whether you can use context to recognize correct and incorrect examples and uses of common grammar structures.

Example 1A

This summer, Riverville Primary School

- | |
|--|
| (A) holding
(B) was held
(C) to be held
(D) will be holding |
|--|

a special reading

and math camp for young children, and we are looking for camp tutors.

Explanation

The correct answer is (D) will be holding. This question asks you to find the correct form of the main verb “to hold.” Key words and phrases from surrounding context— “This summer” and “we are looking”—indicate that the verb should be in a future form. The subject of the verb is “Riverville Primary School,” so the verb should be in the active voice. A gerund and an infinitive cannot function as the main verb, so answer choices (A) and (C) can be eliminated. Answer choice (B) is in the passive voice, so it is also incorrect.

Example 1B

Once mature, the young bald eagle will leave the nest and venture to the seaside,

- | |
|--|
| (A) when
(B) where
(C) but
(D) if |
|--|

it will learn to pluck fish from the water.

Explanation

The correct answer is (B) where. This question asks you to choose the correct relative pronoun to begin the relative clause “it will learn to pluck fish from the water.” Although the main clause begins with the time reference “Once mature,” the clause ends with a *place*—“the seaside.” “Where” is the appropriate relative pronoun of location. Answer choice (A) is also a relative pronoun; however, it is one that indicates *time*, not *place*. Answer choices (C) and (D) are both conjunctions that are not meaningful in the context of the full sentence, so they are incorrect.

Type 2: Language Meaning Questions

Language meaning questions test your ability to choose the correct word, based on its meaning, to correctly complete a sentence. The focus of language meaning questions is not grammar, and the grammar of the sentence in which the cloze box appears will not be tested. However, you will need to understand the larger context of the passage to choose the word with the correct meaning.

Example 2A

As you know, I am

- | |
|-------------------|
| (A) requiring |
| (B) involving |
| (C) interesting |
| (D) participating |

in a teachers’ exchange program here for

three months.

Explanation

The correct answer is (D) participating. The only word that is meaningful in this context is “participating.” The context of the sentence requires an intransitive verb, or a verb that is not followed by an object. As transitive verbs, the other answer choices must be followed by objects. For example: “The airline requires a passport”; “You should involve your friends”; and “That topic interests me.” In these examples, a passport, your friends, and me are objects of the transitive verbs they follow. Answer choice (D), an intransitive verb, does not have to be followed by an object but can be followed by the preposition “in,” which supports the context of the main clause “I am participating in a teachers’ exchange program here.”

Example 2B

Although the immature bald eagle is entirely brown when young, its head feathers

will

- | |
|----------------|
| (A) less |
| (B) instead |
| (C) widely |
| (D) eventually |

turn white. By the time it is four to five years of age, the

now mature bird will look like the iconic bald eagle that people know and recognize.

Explanation

The correct answer is (D) eventually. “Eventually” means “in time.” Important key words and phrases in the surrounding context suggest that the adverb should be one that indicates time: “immature,” “when young,” “By the time,” and “four to five years of age.” Answer choice (A) is a comparative adverb that is not meaningful in the context. Answer choice (B) is an adverb used to indicate an alternative to something else and is not meaningful in the context. Finally, answer choice (C) is an adverb that indicates the extent to which something happens or occurs and is not meaningful in the context.

Basic Strategies for the Language Form and Meaning Section

Test Skills

- Read the entire passage in order to get a sense of its overall meaning.
- As you begin to answer the questions, determine whether it focuses on language form or language meaning.
- Re-read the sentence before and after the question to understand the surrounding context.
- Use the context and its meaning to determine:
 - The correct time and verb tense.
 - The correct subject and/or object.
 - Whether the ideas are positive or negative.
 - Whether there are examples or contrasting ideas presented.
 - Whether additional information is being presented.
- Choose the word or phrase that correctly completes the sentence.

General Tips for Improvement

Knowledge of correct language form and meaning is an essential element in clear and accurate communication in English. Understanding language form and meaning is also important in improving your listening, speaking, and writing skills in English. Daily practice will help you to develop the skills and knowledge necessary to correctly use language form and meaning.

Daily Practice

- Practice the grammatical structures from your English language class in communicative writing activities.
 - o Try writing a letter to a friend. Use as many different verb tenses as you can in the letter. Then, show the letter to a family member or friend and identify the different verb tenses you were able to use.
 - o Try writing an article for your school newspaper. Go back and highlight specific grammatical structures, such as relative clauses. Did you use the correct relative pronoun?
- Read various texts outside of the classroom on a daily basis. As you read:
 - o Highlight grammatical structures you have learned in class. For example, highlight all the gerunds and present participles. Can you explain the difference between the two?
 - o Make sure you understand each grammar point. If you do not, refer to your classroom grammar book or ask your teacher for help.

Language Form and Meaning Sample Sets

Questions 1-4 refer to the following announcement.

Members of the school photography club

- | |
|--|
| 1. (A) invite
(B) invited
(C) will invite
(D) are invited |
|--|

to participate in a special

program this Saturday. Mr. Clayton, the director of the art department, will lead students on a

photography trip through Elmridge Park. During the trip he will explain how to take close-up

photographs of flowers, moss, and

- | |
|---|
| 2. (A) other
(B) others
(C) this
(D) those |
|---|

small plant life. In addition, the group will

hike a trail to the park's cliff area in order

- | |
|---|
| 3. (A) have enjoyed
(B) will enjoy
(C) to enjoy
(D) enjoying |
|---|

the beautiful scenery and

have lunch. Mr. Clayton will then give

- | |
|--|
| 4. (A) instructions
(B) instructing
(C) instructors
(D) instructs |
|--|

on taking landscape photos.

Questions 5-10 refer to the following passage from a biology textbook.

Polar bears are famous for their ability to

5. (A) survive
(B) control
(C) transfer
(D) prepare

in some of the coldest places on

Earth. Although they are heavy animals, polar bears are fast runners

6. (A) since
(B) due
(C) because of
(D) as a result

their

powerful legs. It may come as a surprise to many that, over a short distance, a polar bear can

easily run

7. (A) fast
(B) faster
(C) as fast
(D) fastest

than a reindeer. In addition to moving quickly on land,

8. (A) excellent swimmers polar bears are.
(B) swimmers excellent polar bears are.
(C) polar bears are excellent swimmers.
(D) are polar bears excellent swimmers.

Not only can they

9. (A) tolerate
(B) are tolerating
(C) tolerated
(D) have tolerated

the freezing temperatures of the Arctic Ocean, they can also stay in the water for hours at a time. It

is not uncommon for a polar bear to travel dozens of kilometers without

10. (A) they do not rest.
(B) have rest.
(C) to rest.
(D) resting.

Reading Comprehension

The Reading Comprehension section measures a range of reading skills that you might use in a middle-school/lower level high-school environment. This section includes passages that are 400–500 words in length. Depending on the type, complexity, and length of the reading material, each passage may be followed by four or eight questions. The Reading Comprehension section consists of 42 multiple-choice questions, and the time allotted is approximately 50 minutes.

Reading Comprehension Section Format

Category	Reading Passages	Number in the Section	Number of Questions per Type	Time
Nonacademic	Correspondence	0–2	4	50 Minutes
	Graphic			
	Journalism		8	
Academic	Expository	1–3		
	Fiction			

Reading Comprehension Section Passages

Reading passages represent the types of reading materials that you might find in a middle-school/lower level high-school environment. These include class-related materials such as academic passages from textbooks, or stories read for language arts classes. Other age-appropriate reading materials include posters, announcements, memos or e-mails, and articles published in a school newspaper.

Non-academic Reading Passages

Non-academic reading passages cover topics not typically found in middle-school/lower level high-school curricula, and they tend to use a less formal writing style than academic passages. For example, correspondence and journalism passages will usually be categorized as non-academic. Passages that feature graphic representations of information are considered to be non-academic when they are in the form of schedules or announcements.

Correspondence

Correspondence passages are typically e-mails. The e-mails are about real-life, age-appropriate experiences and are intended for a specific audience. Examples of correspondence include a teacher writing to a student about a homework assignment or a student writing to a classmate about a summer camp event. The language is either informal or neutral, meaning it is suitable for a wide audience.

Graphic

Graphic passages present information about a variety of topics in a nonlinear (graphic) format. Examples of graphic texts include schedules and announcements. The language is often neutral, but informal language may be used on certain occasions.

Journalism

Journalism passages present an account of events as they would appear in a middle-school/high-school newspaper or magazine article. Journalism passages use an expository writing style in that they are descriptive, provide information and important details, and answer general questions such as who, what, when, where, why, and how. Another important feature of journalism passages is the use of direct quotations from individuals who participate in the event being reported on. The language is generally formal, but informal language may be used in quoted statements.

Academic Reading Passages

Academic reading passages cover topics that you might read about or discuss during a lesson in school and include features representative of an academic style of writing. Academic passages typically use formal language, technical vocabulary, and complex sentence structures. Many academic passages are expository, focusing on accessible school-based topics found in the disciplines of science, social studies, and the humanities. You are not expected to have prior knowledge of specific topics, but you should be able to use your knowledge of English to comprehend the information in the texts and answer the questions.

Fiction passages may cover topics not normally thought of as academic. Nevertheless, fiction passages are considered academic reading since they are an important part of language arts in middle-school/lower level high-school curricula. In addition, fiction passages often require readers to use more advanced inferring skills to understand the story.

Expository

Expository passages are an important part of the Reading Comprehension section, and they cover a wide range of subject areas, including science, social studies, and the humanities. Expository reading materials are meant to inform, explain, describe, or define a particular topic to the reader. Expository texts mainly focus on providing unbiased and accurate information. Compared with other types of reading passages, expository passages are relatively long and use more complex sentence structures and more formal language. Examples of expository passages include a study of an endangered animal or plant, an analysis of a certain atmospheric phenomenon, a report about an interesting invention, structure, place, or cultural topic, or an essay about important details of the life of a musician, writer, scientist, politician, or some other well-known individual.

Fiction

Fiction passages tell a story in narrative form. These passages often include stories about a student's unforgettable experience inside or outside a school setting. Depending on the plot, other characters, such as classmates, teachers, and/or family members, may play a part in the story. The narration is neither overly complex nor overly long. While the story line will be unfamiliar to you, all the information needed to answer the questions will be in the passage.

Reading Comprehension Questions

Reading comprehension questions assess your ability to comprehend the main idea of a passage, identify important factual information that supports the main idea, make inferences based on what is not explicitly stated in the passage, and determine the meaning of low-frequency words or expressions from context. You are also asked to identify the antecedents of pronouns, recognize an author's purpose or use of particular rhetorical structures, and understand steps or directions in a process.

All questions in the Reading section are single-selection, multiple-choice questions. There will always be only one correct answer and three incorrect answer choices. Each question type has a different focus that will be clarified below.

Type 1: Main Idea Questions

Main idea questions assess your ability to understand the overall content of a reading passage by identifying the gist of it.

How to Recognize Main Idea Questions

Main idea questions are asked in different ways depending on the passage type. The following are examples of main idea questions.

- What is the main topic of the passage?
- What is the passage mainly about?
- What is the best headline for the article?
- What is the best title for the story?

Tips for Main Idea Questions

- Choose the answer that best captures the gist of the passage. The correct choice will be a generalization that covers the main idea of the entire passage and not just parts of it. Therefore, eliminate choices that refer to a single piece of information in the passage.
- Since the main idea is the overall meaning of a passage, it will not always be presented as one single sentence that can be taken directly from the passage.
- Choose the answer that comes closest to describing the overall gist that ties together the key details of the passage.

Example 1A

Excerpt from an expository passage:

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

What is the passage mainly about?

- (A) Taking photographs
- (B) A famous bridge
- (C) Gray clouds
- (D) San Francisco

Explanation

This question assesses your ability to comprehend the general theme of the excerpt. After reading the passage, you can see that there are four sentences in the excerpt, and each sentence contains the word “bridge.” Moreover, there are two sentences that use “the Golden Gate Bridge” as their subject. Therefore, you should conclude that the excerpt is about a famous bridge. Answer choice (B) is the correct answer. Answer choices (A), (C), and (D) refer to minor details that are not the main topic of the paragraph.

Example 1B

Excerpt from a fiction passage:

Tom arrived at the bus station quite early. The bus to the aquarium, where he was supposed to meet his friend Peter, would not leave until five minutes to twelve. It was the weekend, and he saw a lot of people waiting in the station. Some were standing in line, and others were sitting on the few benches available. They all seemed to be impatiently waiting for their buses. Tom looked around, but there was no place for him to sit.

He walked into the station cafeteria. He looked up at the clock and saw that it was twenty to twelve. He found a seat and sat down facing a large mirror on the wall. Just then, Mike, one of his friends from school, walked into the cafeteria and sat with Tom.

“What time is your bus?” asked Mike.

“There’s plenty of time left before my bus leaves!” answered Tom.

“Well, I have to wait too! My bus doesn’t leave for another hour. I’m on my way to see my grandparents,” said Mike.

The two friends talked for a while about what they were going to do that day.

Then Tom looked at the clock again. “Oh! It’s going backward!” he shouted, “A few minutes ago it was twenty to twelve, and now it’s half past eleven.”

“You’re looking at the clock in the mirror!” said Mike.

Tom was so sad. The next bus to the aquarium was not for another hour. He hoped his friend Peter would still be waiting for him when he finally arrived.

What is the best title for the story?

- (A) Finding the Right Bus
- (B) A Day at the Aquarium
- (C) The Clock in the Mirror
- (D) A Station Full of Passengers

Explanation

When reading fiction passages, you should first understand what the story is about. This story is about Tom’s experience of waiting for a bus at the bus station. Because there is still time before the bus leaves, Tom decides to wait in the station’s cafeteria, sitting in front of a large mirror, talking with his friend Mike. After a short time, Tom discovers that the clock is going backward. Mike explains that it is because Tom is looking at the clock in the mirror: the image of the clock is reversed. When you are asked to choose a title or a headline, you not only need to determine the main idea of the story, but you should also consider whether the title is attractive. Answer choice (C) The Clock in the Mirror is the correct answer because it is the reason that Tom misses the bus and it represents the climax of the story. Answer choice (A) is incorrect because Tom does not have trouble finding the right bus. Answer choice (B) is not true because Tom never arrives at the aquarium. Answer choice (D) is the reason that Tom goes to the cafeteria, but it does not express the main idea of the story. Therefore, it is also incorrect.

Type 2: Factual Information Questions

Factual information questions assess your ability to identify factual information and major and/or supporting details that are directly stated in the passage. These questions typically focus on facts, details, or other important information presented in the passage. They ask you to identify specific information that is typically mentioned in only part of the passage. These questions generally do not ask about themes of the passage.

How to Recognize Factual Information Questions

Factual information questions are often phrased in one of the following ways.

- According to the author, why did X do Y?
- According to the article, what causes X?
- According to the schedule, when will X take place?
- In the story, who knows how to do X?
- What is X?

Tips for Factual Information Questions

- You may need to refer to the passage to find the exact information required to answer the question. This type of question usually asks about a detail in the passage, and you may not always remember the details from your first reading. Rereading the passage to look for a specific point will help you choose the correct answer.
- Do not select an answer just because it is mentioned in the passage. Your choice should always answer the specific question that is being asked.
- Eliminate choices that are not found in the passage, are inaccurate, or that contradict the information presented there.

Example 2A

Excerpt from an expository passage:

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

What color is the Golden Gate Bridge?

- (A) Red
- (B) Gray
- (C) Green
- (D) Golden

Explanation

The question asks for a specific piece of information, which can be found in the second sentence. “The bridge has a red color” is directly stated in the passage. The correct answer, then, is (A) Red. Answer choice (B) is incorrect because blue is the color of the clouds, not the bridge. Answer choice (C) refers to the color of the hills next to the bridge and is, therefore, incorrect. Answer choice (D) is part of the name of the bridge but does not refer to its color.

Example 2B

Excerpt from a fiction passage:

When Celia got home from school, she handed her mother a note.

“There’s going to be a special breakfast for mothers and daughters at school on Monday,” said Celia. “I want you to meet all my school friends and their mothers.”

Her mother looked at the note. “This sounds like a wonderful time.”

“You’ll go, then?” Celia asked, breaking into a smile.

“Of course,” said her mother. “Why wouldn’t I?”

How does Celia’s mother learn about the breakfast?

- (A) From a note
- (B) From the school Web site
- (C) From a friend
- (D) From Celia’s father

Explanation

The correct answer choice is (A) From a note. The beginning of the excerpt clearly states that Celia hands her mother a note. Although the excerpt mentions “school friends,” Celia’s mother does not learn about the event from them, so answer choice (C) is incorrect. Answer choices (B) and (D) are not mentioned at all, so they must also be incorrect choices.

Type 3: Negative Fact Questions

Negative fact questions assess your ability to understand what information is true and what information is NOT true or NOT included in a passage, based on information that is directly stated in the passage. Like factual information questions, negative fact questions typically focus on facts, details, or other important information presented in the text. However, unlike factual information questions, the correct answer is the fact or detail that is NOT mentioned in the passage. In some cases, negative fact questions require the student to scan two or three sentences—perhaps even a full paragraph—to identify what fact or detail is not true or not mentioned in the passage.

How to Recognize Negative Fact Questions

Negative fact questions are often phrased in one of the following ways.

- Which of the following is NOT mentioned about X in the passage?
- What does the teacher NOT say about X?
- Which of the following is NOT true about X?

Tips for Negative Fact Questions

- You should refer back to the passage to identify the sentences or paragraph on which the question is focused.
- Eliminate answer choices that are found in the passage. The last remaining answer choice will be the one that is not mentioned in the passage. Therefore, it is the correct answer.

Example 3A

TO: Softball Team Members

FROM: Ms. Gordon

SUBJECT: Things to do

SENT: Wednesday, 6:13 P.M.

Dear softball team members,

You'll need to do a few things before we begin practicing for this year's season. First, you must bring me a letter from your doctor confirming that you are in good health. Second, you'll need to make sure that you maintain good grades in all your classes. Sometimes you will miss classes because of the games. For those times, you must notify your teachers at least a week in advance of the absence. You should complete in advance any work you'll miss and submit it before the day of the game. Third, you need to be at every game. This comes with the territory. If you want to play on a sports team, you will be required to make all the games. Finally, your parents will need to complete and sign a permission slip, which you will return to me.

I look forward to a great season together!

Coach Gordon

Which of the following is NOT mentioned by Coach Gordon in the e-mail?

- (A) Getting a letter from a doctor
- (B) Keeping good grades in all classes
- (C) Getting along with other team members
- (D) Returning a permission slip

Explanation

Answer choice (A) is mentioned in the first point of the e-mail. Answer choice (B) is mentioned in the second point of the e-mail. Answer choice (D) is mentioned in the last point of the e-mail. That leaves answer choice (C), which is not mentioned anywhere in the e-mail. Therefore, the correct answer is (C) Getting along with other team members.

Type 4: Author’s Purpose Questions

Author’s purpose questions assess your ability to identify the author’s overall reason for presenting the information in the reading passage. This type of question appears mainly in correspondence and journalism passages. The author may sometimes clearly state his/her purpose within the passage. However, at other times, you will need to focus on key words and phrases as well as larger themes within the passage in order to determine the author’s purpose.

How to Recognize Author’s Purpose Questions

The following are examples of the way author’s purpose questions are typically phrased.

- Why did X write the e-mail?
- What is the purpose of the newspaper article?

Tips for Author’s Purpose Questions

- Author’s purpose questions are generally about the author’s overall reason for writing the particular passage, so it is helpful to understand the gist or main idea of the passage.
- Pay attention to the opening lines of the passage; the author sometimes directly states his or her purpose near the beginning of the passage.
- Look for key words and phrases that will help you determine the author’s purpose, such as phrases containing “because,” “reason,” “purpose,” or “need to,” “should,” and “must.”

Example 4A

Passage:

TO: Softball Team Members

FROM: Ms. Gordon

SUBJECT: Things to do

SENT: Wednesday, 6:13 p.m.

Dear softball team members,

You’ll need to do a few things before we begin practicing for this year’s season. First, you must bring me a letter from your doctor confirming that you are in good health. Second, you’ll need to make sure that you maintain good grades in all your classes. Sometimes you will miss classes because of the games. For those times, you must notify your teachers at least a week in advance of the absence. You should complete in advance any work you’ll miss and submit it before the day of the game. Third, you need to be at every game. This comes with the territory. If you want to play on a sports team, you will be required to make all the games. Finally, your parents will need to complete and sign a permission slip, which you will return to me.

I look forward to a great season together!

Coach Gordon

What is the purpose of the e-mail?

- (A) To invite students to try out for a sports team
- (B) To encourage team members to attend all practices
- (C) To ask for student volunteers for an upcoming school event
- (D) To explain the things that team members need to do

Explanation

The correct answer is (D) To explain the things that team members need to do. Coach Gordon clearly lists the things that team members must do before practices begin. In the e-mail, the coach mentions a sports team and its team members, but it is clear that the tryouts are already over, so answer choice (A) can be eliminated. Coach Gordon does say that team members need to attend all games, but she says nothing about attending practices, so answer choice (B) is incorrect. Finally, the coach makes no mention of an upcoming school event, so answer choice (C) is also incorrect.

Type 5: Rhetorical Structure Questions

Like author's purpose questions, rhetorical structure questions ask you about the reason the author presents the information found in the passage. However, a rhetorical structure question focuses on specific information within the passage. A rhetorical structure question asks why the author presents a particular piece of information in a particular manner or place within the passage. A rhetorical structure question may also ask why the author quotes a certain person or why the author uses a certain example.

How to Recognize Rhetorical Structure Questions

The following are examples of the way rhetorical structure questions are typically phrased.

- Why does the author mention X?
- Why does the author discuss X in paragraph 2?

Tips for Rhetorical Structure Questions

- Rhetorical structure questions are not about the overall organization of the reading passage. Instead, these are questions about the author's reason for mentioning a particular word, example, idea, or statement within the passage. The question itself will direct you to the place in the passage that you need to look in order to answer the question correctly. Read the surrounding context closely in order to understand the ideas being presented and how they are being presented.
- Rhetorical structure questions typically focus on the logical links between words or phrases and ideas in the passage. It is important, then, to pay attention to transition words and phrases. These will help you to understand the logical connections between the ideas.

Example 5A

Before photography was invented, painted portraits and engravings based on the paintings were one of the few ways to record images. Portraiture was widely practiced in the United States, and it continued to be a significant form of art through the nineteenth century. The demand for likenesses was constant, and portraiture was often the primary source of income for artists. Artists frequently made portraits of famous people to attract interest and potential customers. For example, in 1820 Chester Harding painted the well-known frontiersman Daniel Boone of Kentucky. This 1820 painting is the only original portrait of Daniel Boone made during his life, and it hangs in the Kentucky Statehouse in Frankfort. Later, Harding painted a portrait of another important historical figure, frontiersman and congressman David Crockett. Thanks to these portraits, Chester Harding is still considered to be among the United States' most celebrated artists.

Why does the author mention Daniel Boone?

- (A) To give an example of ways artists become famous
- (B) To prove that only important people were painted
- (C) To show the difference between photographs and portraits
- (D) To discuss the meaning of portrait painting in American history

Explanation

After reading the passage, you can conclude that portrait painting was a profitable business. Portraits of famous people not only gave artists the reputation they needed to have more clients, but their association with these important historical figures made them famous themselves. The key sentence in the passage is “Artists frequently made portraits of famous people to attract interest and potential customers,” which is followed by an example of Chester Harding and his painting of Daniel Boone. Therefore, we can conclude that the reason that the author mentions Daniel Boone is to show the impact of painting famous individuals on the reputation of an artist: the popularity of the person being portrayed directly affected the artist’s own fame. The correct answer choice is (A). The other answer choices are not the reason that the author mentions Daniel Boone; they are all incorrect.

Type 6: Inference Questions

Inference questions assess your ability to understand an idea or fact that is strongly implied but not directly stated in a passage. For example, if a comparison is made, an inference question might ask about the reason for the comparison. If an effect (a consequence) is stated in the passage, an inference question might ask about the possible cause/reason. It is important to recognize that inferences are implied but not directly stated. You should be able to make a logical connection between the ideas that are directly stated in the passage and the correct inference in the answer choices. The question will help to guide you to the part(s) of the reading passage that you should examine to find the answer.

How to Recognize Inference Questions

Inference questions will usually include the word “infer,” “suggest,” or “imply.” The following are examples of inference questions.

- What can be inferred from X about Y?
- Which of the following can be inferred about X?
- What is probably true about X?
- What does the author suggest about X?

Tips for Inference Questions

- When answering inference questions, you need to not only think about the overt or actual meaning of the author’s words but also about the underlying or unstated meaning of those words. Try to determine which answer choice represents the next logical step from the author’s actual words.
- You should exclude the incorrect choices that are contradictory to the fact or view stated in the passage.
- The correct answer choice to an inference question is not stated directly in the passage. The correct answer should be inferable from the passage and concluded from one sentence or several sentences.
- After making a choice, you should be able to point out the sentence or sentences that lead to the inference that you have selected.

Example 6A

Excerpt from a journalism passage:

Each food we eat tastes different, and there are untold numbers of different tastes. Still, all flavors are based on just four basic tastes: sweet, bitter, salty, and sour. Some food experts argue there is a fifth basic taste called *umami* (a Japanese word that can be translated roughly as “tasty” or “savory”), but this theory remains controversial. Regardless of whether there are four or five basic tastes, the number is small.

According to the author, what question is still debated?

- (A) How many basic tastes there are
- (B) Which tastes people enjoy most
- (C) Why foods lack flavor when a person is sick
- (D) What causes the sensation of warmth on the tongue

Explanation

The correct answer is (A) How many basic tastes there are. The excerpt states that there are “just four basic tastes,” yet it goes on to say that some experts argue there is a fifth basic taste but that this “theory remains controversial.” From this information, it can be inferred that there is still debate concerning the number of basic tastes. Answer choices (B), (C), and (D) are inferences not supported by information in the excerpt. Therefore, they are all incorrect.

Example 6B

Excerpt from an expository passage:

In the nineteenth century, candles were an important source of light. A technological discovery in that century had allowed for the production of much harder candle wax, so candles burned longer than ever before. Just as important, the new candles gave off less smoke and no unpleasant smell. This breakthrough in candle production changed the candle industry forever.

What can be inferred about candles before the nineteenth-century discovery?

- (A) They did not burn bright.
- (B) They were expensive to make.
- (C) They were difficult to find.
- (D) They smelled bad.

Explanation

The correct answer is (D) They smelled bad. The excerpt states that “the new candles gave off . . . no unpleasant smell.” From this information, it can be inferred that candles *before* the nineteenth-century discovery must have given off an unpleasant odor, or they smelled bad. Although the excerpt states that candles “were an important source of light” and that the new candles “burned longer than ever before,” it does not suggest that old candles did not burn bright. Therefore, answer choice (A) can be eliminated. Answer choices (B) and (C) are also incorrect because the information in the excerpt does not support their inferences.

Type 7: Pronoun Referent Questions

Pronoun referent questions assess your ability to identify the referential relationship between a pronoun and its antecedent (the word to which the pronoun refers). Frequently, pronoun referent questions will be about the subject pronouns “I,” “you,” “he,” “she,” “it,” “we,” or “they.” Other kinds of pronoun references are also tested, for example, the demonstrative pronouns “this,” “these,” or “those.”

How to Recognize Pronoun Referent Questions

Pronoun referent questions refer to pronouns that are clearly marked in the passage. The pronoun that is tested is underlined in the text for easy identification. The following is an example of how the questions are typically worded.

- In line X, the word Y refers to _____.

The answer choices will be words or phrases from the passage. Only one choice is the word to which the underlined word refers.

Tips for Pronoun Referent Questions

- In pronoun referent questions, there will be a pronoun, such as “they” or “she,” underlined in the passage. You need to find the word or words to which the pronoun refers.
- Make sure that the answer choice has the same number (singular or plural) and person (first person, second person, or third person) as the pronoun in the passage and the question.
- When substituted for the pronoun in the passage, the correct answer choice should correspond both grammatically and contextually with the pronoun. You should try putting the answer you choose into the sentence to see whether it breaks any grammar rules, is in keeping with the context, and whether the sentence is still coherent.

Example 7A

Excerpt from an expository passage:

Satellites are machines that are sent up into space and send signals back down to Earth. Communication satellites are very important to our daily lives. They transmit all kinds of information: signals for telephones, television, the Internet, and more.

The word They in the passage refers to _____.

- (A) lives
- (B) signals
- (C) satellites
- (D) telephones

Explanation

The correct answer is (C) satellites. The passage excerpt is about satellites. The first sentence introduces the general function of satellites by stating that they are used for sending signals. The third sentence further refines the function of satellites by stating that “they transmit all kinds of information: signals for telephones, television, the Internet and more.” From the context, then, it is clear that the pronoun “They” refers to the subject of the preceding sentence, “communication satellites.” Answer choices (A), (B), and (D) are not meaningful within the context of the passage. Therefore, they are all incorrect.

Example 7B

Excerpt from a journalism passage:

Apart from being influenced by different combinations of the basic tastes, the experience of taste is also enriched by other sensations, such as odors and temperature. These function together to produce what people recognize as unique tastes.

The word These in the passage refers to _____.

- (A) tastes
- (B) odors
- (C) sensations
- (D) people

Explanation

The correct answer is (C) sensations. The excerpt deals with things that influence taste. “These” refers to the object in the main clause of the sentence, which is “sensations.” Answer choice (A) is part of an introductory clause, and it cannot be the correct grammatical referent for the underlined pronoun. Answer choice (B) is an example of the sensations that affect taste, so it cannot be the correct referent. Finally, answer choice (D) is incorrect because it appears after the underlined pronoun.

Type 8: Vocabulary in Context Questions

Vocabulary in context questions assess your ability to comprehend the meanings of individual words or phrases based on context. You are not expected to have prior knowledge of the words; the context in which the word or phrase is found will help you to understand or infer its meaning.

How to Recognize Vocabulary in Context Questions

These questions are usually easy to identify. You will see a word or phrase underlined in the passage. A vocabulary in context question is typically worded as follows.

- In line X, the word Y is closest in meaning to _____.
- In line X, the words Y and Z are closest in meaning to _____.

Tips for Vocabulary in Context Questions

- A vocabulary in context question is not just asking for the meaning of a word; it is asking for the meaning as it is used in the passage. You should not choose an answer just because it seems like a synonym of the word or phrase; you should choose your answer based on the meaning intended by the writer and the context of the passage.
- A word might have more than one meaning, but in the reading passage only one of those meanings is relevant and is, therefore, the correct answer.
- When substituted for the underlined word or phrase in the passage, the correct answer choice should make sense in the context of the whole passage.

Example 8A

Excerpt from an expository passage:

Most animal species use some form of camouflage to help protect them from predators. But using camouflage is not limited to animals. Some plants have also developed the ability to disguise themselves by blending in with the environment that surrounds them. Take for example the pebble plant. This plant has fleshy grey leaves that look a lot like stones, so animals do not notice the leaves and do not try to eat them.

The word disguise in the passage is closest in meaning to _____.

- (A) hide
- (B) grow
- (C) give
- (D) move

Explanation

The correct answer is (A) hide. Clues from the surrounding context, such as “blending in with the environment” and “animals do not notice the leaves,” support this choice. Answer choices (B), (C), and (D) are all incorrect because they are not supported by the context of the passage.

Example 8B

Excerpt from a journalism passage:

Ms. Bonello was very excited about Conrad’s suggestion. She immediately told Mr. Prewitt, the other history teacher at school, about the student’s proposal. Like Ms. Bonello, Mr. Prewitt thought that the cyberfriend project would be an educational opportunity for students.

The word proposal is closest in meaning to _____.

- (A) plan
- (B) meeting
- (C) education
- (D) excitement

Explanation

The correct answer is (A) plan. Clues from the surrounding context, such as “Conrad’s suggestion” and “the cyberfriend project,” suggest that Conrad has suggested a particular plan for a project. Answer choices (B), (C), and (D) are not supported by the context of the excerpt.

Type 9: Idiomatic Language Questions

Idiomatic language questions assess your ability to understand from context a phrase that provides important meaning in a passage. Although the meaning of an idiom goes beyond the meaning of the individual words that make it up, the meaning of the idiomatic phrase should be inferable from context. Idioms often use figurative language, which cannot be understood in a literal or real sense. You are not expected to have prior knowledge of the idiomatic phrase; the context in which the phrase is found will help you to understand or infer its meaning.

How to Recognize Idiomatic Language Questions

You will see a phrase underlined in the passage. An idiomatic language question about that phrase is typically worded as follows.

- The phrase X in the passage is closest in meaning to _____.

Tips for Idiomatic Language Questions

- You should not choose an answer just because it contains similar or synonymous words to those found in the idiomatic phrase. You should choose the answer based on the meaning of the phrase as it is intended by the writer and used in the context of the passage.
- When substituted for the idiomatic phrase, the correct answer choice should make sense in the context of the whole passage.

Example 9A

Excerpt from a correspondence passage:

Third, you need to be at every game. This comes with the territory. If you want to play on a sports team, you will be required to make it to all the games. Finally, your parents will need to complete and sign a permission slip, which you will return to me.

The phrase comes with the territory is closest in meaning to _____.

- (A) does nothing
- (B) is expected
- (C) takes turns
- (D) can change

Explanation

The correct answer is (B) is expected. The common English idiom “comes with the territory” cannot be easily understood from a literal interpretation of the individual words and their meanings. However, the surrounding context, “need to be” and “will be required,” supports the idea that something is *expected* of the team members. Answer choices (A), (C), and (D) are not supported by the surrounding context. Therefore, they are incorrect.

Basic Strategies for the Reading Comprehension Section

Test Skills

- Scan the questions and mark the key words in the questions before you read the passage. While reading the passage, mark key words or statements so you can find and check your answers quickly and efficiently. Key words may include names of people and places or numbers. Marking the key words will help you quickly find the relevant sentence if a question contains one of those words.
- As you read, pay special attention to the main idea, major points, and important facts in the passage. Doing this allows you to save time and read with purpose, and it will help you exclude information that is not related to the questions and read with greater efficiency.
- While reading a passage, think about ideas that may be inferred from important information found in the passage. Practice making inferences and drawing conclusions based on what is implied by the author of the passage.
- Reading speed is another important skill in reading comprehension. In order to finish all the reading sets in the Reading Comprehension section, you should take no more than five to six minutes to read each passage and answer the related questions. This should leave you with some extra time to recheck your answers.
- Read the question and answers carefully. Be sure that you understand the purpose of the question. For example, if you see the word “NOT” in the question, select the choice that does not fit. The word “NOT” is always capitalized when it appears in test questions.
- Avoid choosing an answer that does not have a reference in the passage. The correct answer choice is usually mentioned in the passage using similar words or is paraphrased from a sentence in the passage. This is especially true in factual information questions. Do not guess at the answer without finding a reference in the passage, even if you have prior knowledge of the topic.
- Fill in the answer sheet carefully.
- Check your answer sheet to make sure you have answered all the questions.

General Tips for Improvement

The Reading Comprehension section assesses your ability to understand and analyze a whole passage. Reading ability is an essential part of learning English and it will help you develop logical thinking skills and improve in other English-language learning areas, such as writing and listening. The reading materials in this section of the test are closely related to your daily life and are modeled on textbooks, newspaper and magazine articles, and stories that are suitable for middle-school/lower level high-school students. To improve your English reading ability, daily practice is very important. You need to improve your reading speed, as well as broaden the range of what you read by routinely reading authentic materials, such as novels, newspapers, and magazines. If you come across an unfamiliar word, do not look it up in the dictionary immediately; try to infer the meaning of the word from the context. After reading the whole passage, you should summarize the main idea to practice developing your logical thinking ability.

Daily Practice

- Increasing your vocabulary knowledge is the basis for improving your reading ability. Enlarge your vocabulary by:
 - o Reading daily. Be sure to note and study the meaning, form, and pronunciation of all new words that you look up. Try to write the definition in English, as well as in your own language.
 - o Reading a variety of authentic materials. Note and study the meaning, form, and pronunciation of all new words that you look up.
 - o Using flashcards. This will help you to commit new words to memory.
- When you read a passage, you should avoid reading it aloud. Try to read it silently. Increase your reading speed by:
 - o Trying to recognize meaningful expressions or clauses instead of separate words. This will not only help you to become a faster reader, it will help you to better understand and analyze what you are reading.
- Logical thinking and the ability to infer and draw conclusions are important skills for you to develop. Develop these skills by reading a passage and then:
 - o Summarizing it in your own words.
 - o Identifying the author's purpose for writing the passage.
 - o Listing the major and minor details of the passage.
 - o Inferring ideas/points that the author suggests or implies but does not directly state.



Reading Sample Sets

Questions 1–4 are about the following announcement.

SUMMER COURSES AT JACKSON MIDDLE SCHOOL

Students—don't stop learning this summer! These unique courses are a great opportunity to have fun and learn new things!

Registration Dates

Term 1: May 27–June 1

Term 2: June 22–27

Term 1: Wednesday, June 1–Tuesday, June 21

Drawing and Painting	Tuesday, Thursday	10:00 A.M.–11:30 A.M.
Using Math in Sports	Tuesday, Thursday	11:00 A.M.–12:30 P.M.
Portuguese for Beginners	Monday, Wednesday, Friday	12:00 P.M.–1:00 P.M.
Using the Internet	Monday, Wednesday, Friday	10:30 A.M.–11:30 A.M.

Term 2: Wednesday, June 29–Thursday, July 21*

Weather and Clouds	Monday, Wednesday, Friday	10:00 A.M.–11:00 A.M.
Chinese Culture	Tuesday, Thursday	10:00 A.M.–11:30 A.M.
Computers in Society	Tuesday, Thursday	11:00 A.M.–12:30 P.M.

*There will be no classes Wednesday, July 13–Friday, July 15

1. Which course begins on the final day of registration?

- (A) Using Math in Sports
- (B) Using the Internet
- (C) Weather and Clouds
- (D) Computers in Society

2. When can students register for the Weather and Clouds course?

- (A) The last day of the regular school year
- (B) Before June 1
- (C) Starting June 22
- (D) July 13

3. Which two courses can students NOT take at the same time?

- (A) Drawing and Painting and Portuguese for Beginners
- (B) Using Math in Sports and Portuguese for Beginners
- (C) Computers in Society and Weather and Clouds
- (D) Computers in Society and Chinese Culture

4. On which day will a Chinese Culture class be held?

- (A) June 21
- (B) June 29
- (C) July 14
- (D) July 21

Questions 5–12 are about the following passage.

The longer food is kept, the more likely it is to attract insects. Even foods stored in containers often attract bugs. To solve this problem, scientists have been working with different odors in an attempt to find one strong enough to keep insects from going near food. One possibility would be to use plants with strong smells, such as garlic or pine, to keep insects away. Unfortunately, however, using these smells might keep some people away too!

There are a number of natural insect repellents. Lavender and eucalyptus are two plants whose odors are known to repel insects. But perhaps a more promising repellent is citronella oil, which comes from lemongrass. An experiment was done using this oil with a certain insect, the red flour beetle. Scientists sprayed cardboard boxes with citronella oil and noticed that the beetles did not enter those boxes. They were much more interested in boxes that were not sprayed.

One problem with using citronella oil as a repellent, however, is that it simply does not last very long. After a few months, its smell fades, and bugs no longer find it unpleasant. Scientists hope to improve citronella oil so that its odor remains strong for a longer time. It will also be necessary to make sure that the oil is not harmful to people, as scientists are still not sure whether it can safely be used around food.

5. What is the passage mainly about?

- (A) Oils used in cooking
- (B) Ways of protecting food
- (C) The behavior of a kind of beetle
- (D) Smells produced by different insects

6. In line 3, the word one refers to _____.

- (A) an odor
- (B) an insect
- (C) a scientist
- (D) a container

7. What does the author imply about garlic and pine?

- (A) They can be difficult to find at certain times of the year.
- (B) They have many useful medicinal qualities.
- (C) They have an odor that can be unpleasant to people.
- (D) They are eaten by a number of species of beetles.

8. Why does the author mention eucalyptus?

- (A) To point out that insects are attracted to certain plants
- (B) To explain why most repellents are ineffective
- (C) To compare its odor with that of lemongrass
- (D) To give an example of a natural repellent

9. Which substance is NOT mentioned as being unpleasant to insects?

- (A) Lavender
- (B) Flour
- (C) Garlic
- (D) Citronella oil

10. What does the author say about the sprayed boxes in the experiment?

- (A) Beetles avoided them.
- (B) They were very heavy.
- (C) They did not contain much food.
- (D) Many insects were trapped in them.

11. In line 14, the word fades is closest in meaning to _____.

- (A) takes time
- (B) shows signs
- (C) gives over
- (D) goes away

12. What do scientists still not know about citronella oil?

- (A) What chemicals it contains
- (B) Where it comes from
- (C) Why beetles like it
- (D) How safe it is to use

Complete
TOEFL Junior[®]
Standard
Practice Test

Answer Sheet

Completing Your Answer Sheet

When you mark your answers on the answer sheet:

- Use a No. 2 or HB black lead pencil.
- Mark **only one** answer to each question.
- Be sure to mark your answer in the row with the same number as the question you are answering.
- Carefully and completely fill in the circle corresponding to the answer you choose for each question. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer and then mark your new answer.

Taking the practice test:

- Remove one of the sample answer sheets from this book.
- Leave this book open to page 15. Place the book and the answer sheet in front of you.
- For the audio files to the practice test, you will need to access the following website: <http://www.ets.org/toefljunior/epracticetest>. Play the audio file from your computer. The test narrator will tell you what to do.
- You will have 12 seconds to answer each Listening question. The narrator will move on to the next question after 12 seconds. Do not spend too much time trying to answer one Listening question.
- The Listening section ends after the narrator asks the last question. When you have finished the Listening section, set your timer for 25 minutes and begin the Language Form and Meaning section.
- You have only 25 minutes to answer 42 questions in this section, so work efficiently. Do not spend too much time on any one question.
- When 25 minutes have passed, stop working on the Language Form and Meaning section. (If you did not answer all of the questions, you can review the ones you skipped when you've finished the practice test.) Set your timer for 50 minutes and begin the Reading section.
- You have 50 minutes to answer 42 Reading questions. Reading the passages will take up most of your time, so pay attention to the time as you read the passages and answer the questions.
- When 50 minutes have passed, stop working on the Reading section. You have now finished the test.
- Turn to page 55 in this book to review your answers. Make a note of any incorrect answers and go back to the test to find out why you answered incorrectly. (You can find the scripts for the Listening items on page 57.)
- If you did not have time to answer all of the Language Form and Meaning or Reading questions, go back and try to answer those questions now.

Practice Test Answer Sheet



EXAMPLE

CORRECT	INCORRECT	INCORRECT	INCORRECT	INCORRECT
(A) (B) ● (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)

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|-------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
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| | 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
A (A) (B) (C) (D)
B (A) (B) (C) (D)

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|-------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
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| | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) |

READING COMPREHENSION

SAMPLES
A (A) (B) (C) (D)
B (A) (B) (C) (D)

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|-------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
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| | 15 (A) (B) (C) (D) | 24 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 42 (A) (B) (C) (D) |

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Practice Test Answer Sheet



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

LISTENING COMPREHENSION

SAMPLES

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

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

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|-------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
| 2 (A) (B) (C) (D) | 8 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 26 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
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LANGUAGE FORM AND MEANING

SAMPLES

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

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

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|-------------------|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 16 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 34 (A) (B) (C) (D) |
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READING COMPREHENSION

SAMPLES

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

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

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|-------------------|--------------------|--------------------|--------------------|--------------------|
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Test Book

for the

TOEFL[®] Junior[™] Standard Test

*The contents of this test are confidential.
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Listening Comprehension

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

Directions


In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk 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 only one time.

Here is an example: 

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example: 

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

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

1. What is probably true about Janet?

- (A) She is the team captain.
- (B) She is feeling much better.
- (C) She recently joined the team.
- (D) She will be ready to play on Thursday.

2. What will the class probably do next?

- (A) Listen to a famous poem
- (B) Discuss nineteenth-century American history
- (C) Read about the life of an American author
- (D) Write a poem about a famous person

3. What is the purpose of the talk?

- (A) To remind students about an upcoming event at school
- (B) To ask students to submit their homework on time
- (C) To give students advice on speaking in front of people
- (D) To encourage students to invite their families to a presentation at school

4. What does the teacher instruct the students to do?

- (A) Make a list of missing materials
- (B) Repeat the experiment several times
- (C) Take notes as he gives them instructions
- (D) Clean the equipment after the experiment

5. Why is the principal talking to the students?

- (A) To apologize for not giving them enough time
- (B) To warn them not to pack too much for a trip
- (C) To remind them to get permission to go on a trip
- (D) To encourage them to behave properly on the bus

6. What is the subject of the announcement?

- (A) A meeting for parents about the bus schedule
- (B) Repairs being made at the entrance of the school
- (C) Ways students can help each other stay safe at school
- (D) A new building that is being constructed at the school

7. What is the teacher mainly talking about?

- (A) How to do research in a library
- (B) A special trip to the public library
- (C) The deadline for turning in research projects
- (D) Different ways students can get to the library

8. What is the purpose of the talk?

- (A) To announce a trip to a garden
- (B) To warn students not to eat in class
- (C) To demonstrate how to use a microscope
- (D) To remind students what to bring to class

9. What is the speaker's purpose?

- (A) To ask students not to eat on the bus
- (B) To tell students where they can get food
- (C) To encourage students to help wash the bus
- (D) To explain the procedure for getting off the bus

10. What is the teacher probably going to do next?

- (A) Count the students
- (B) Dial a phone number
- (C) Return to the box factory
- (D) Order lunch for the students

Now you will hear some conversations. Each conversation is 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 conversation only one time.

11. What is the woman explaining to the boy?

- (A) How to use the library
- (B) How to buy textbooks
- (C) How to find his classes
- (D) How to sign up for activities

12. What does the boy say he did not have at his old school?

- (A) School maps
- (B) Internet access
- (C) Helpful librarians
- (D) Electronic card catalogs

13. What does the librarian imply when she says, "You do have an ID card, don't you?"

- (A) She remembers giving the boy his ID card.
- (B) The boy might not realize that he needs an ID card.
- (C) The boy cannot enter the library without an ID card.
- (D) Students have not always been required to carry ID cards.

14. What will the boy probably do next?

- (A) Go directly to his literature class
- (B) Begin writing a report about John Steinbeck
- (C) Conduct research for a social studies project
- (D) Use the electronic card catalog to find a book

15. Why was the boy not at the cafeteria?

- (A) He was not feeling well.
- (B) He was at an art competition.
- (C) He was finishing an art project.
- (D) He needed to speak to a teacher.

16. What does the girl imply about the rules of the competition?

- (A) There are a lot of them.
- (B) They are followed strictly.
- (C) They are difficult to find.
- (D) They are different every year.

17. What does the girl ask the boy to do?

- (A) Help her draw a picture for art class
- (B) Work with her on a school assignment
- (C) Meet her in the cafeteria at lunchtime tomorrow
- (D) Explain how she can participate in the competition

18. What are the boy and girl probably going to do after school?

- (A) Meet at the library
- (B) Attend a club meeting
- (C) Participate in a sports game
- (D) Talk to their science teacher

19. Why does the girl talk about a volleyball?

- (A) To recommend that the boy try a different sport
- (B) To suggest that the teacher has an interest in sports
- (C) To give an example of how the teacher clarified a point
- (D) To explain how math can improve an athlete's performance

20. What is the boy's main complaint about the teacher?

- (A) He talks too fast.
- (B) His explanations are too long.
- (C) He does not use good examples.
- (D) He does not give enough time to finish assignments.

21. Why can't the boy work on the assignment with the girl tonight?

- (A) He has a piano lesson.
- (B) He has basketball practice.
- (C) He has to study for a geometry test.
- (D) He has to return a book to the library.

22. What does the girl imply when she asks the boy to bring his basketball?

- (A) She will use the basketball to help the boy learn math.
- (B) The boy can practice basketball on the way to the library.
- (C) They can play basketball when they finish the assignment.
- (D) She would like the boy to teach her how to play basketball.

23. What are the students mainly talking about?

- (A) An idea the boy has for a club
- (B) A club meeting that the boy went to
- (C) A club that is led by the girl's teacher
- (D) A new science club that will be starting

24. What does the girl forget?

- (A) The name of a club
- (B) The student leader of a club
- (C) The day that a club meets
- (D) The room where a club meets

25. What will the students probably ask the school to do?

- (A) Offer more clubs to students
- (B) Announce club meetings earlier
- (C) Allow clubs to meet more often
- (D) Give students a list of all the school clubs

26. What point do the students make about their science classes?

- (A) All the classes have the same science homework.
- (B) The classes are more difficult than they expected.
- (C) A science club would help them with their classwork.
- (D) Ms. Campbell teaches all the science classes at their grade level.

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four 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 discussion only one time.

27. What is the talk mainly about?

- (A) Structures built by a kind of rat
- (B) Rats that prefer to live near people
- (C) Underground holes in which rats live
- (D) A species of rat that lives in wooden shelters

28. What would a wood rat probably do if it found a watch?

- (A) Break it into pieces
- (B) Bury it in the ground
- (C) Give it to another rat
- (D) Use it to build its home

29. Why does the speaker mention a fox?

- (A) To compare rat shelters to the homes of other animals
- (B) To describe the personality of the wood rat
- (C) To emphasize the amount of protection a rat shelter provides
- (D) To give an example of another animal studied by scientists

30. According to the teacher, why do scientists study rat shelters?

- (A) To study how wood rats live
- (B) To copy the design of the shelters
- (C) To analyze the foods eaten by the rats
- (D) To find out what plants existed in the past

31. What is the talk mainly about?

- (A) How cheese was first produced
- (B) The origins of one of the oldest foods
- (C) How ancient people found food
- (D) Areas where ancient people drank milk

32. What does the speaker find surprising?

- (A) That milk was first used in the form of cheese
- (B) That ancient milk contained little fat
- (C) That ancient people preferred drinking milk to eating meat
- (D) That ancient people used different types of animal milk

33. Based on the talk, what was probably true about the milk supply in early human communities?

- (A) It was steady and dependable.
- (B) It varied depending on the animal.
- (C) It was only available during certain seasons.
- (D) There was not enough of it to meet the demand.

34. Based on the talk, what is probably true about the first livestock herds kept by ancient people?

- (A) They provided little milk.
- (B) They were very large.
- (C) They were difficult to manage.
- (D) They consisted mostly of females.

35. What is the teacher mainly talking about?

- (A) Why scientists study ancient climates
- (B) Where scientists study changes in the climate
- (C) How ancient oceans were affected by changes in the climate
- (D) How scientists can determine what ancient climates were like

36. Based on the talk, what aspect of a tree's rings would a climate scientist be interested in?

- (A) How thick they are
- (B) What color they are
- (C) The amount of water they contain
- (D) The number of them found in a tree trunk

37. How do scientists learn about climate from shells?

- (A) By determining the hardness of the shells
- (B) By comparing the shells found in different areas
- (C) By studying the chemicals found in the shells
- (D) By analyzing small changes in the color of the shells

38. What is different about the information given by the shells?

- (A) It tells scientists about specific periods of time.
- (B) It gives less information than tree rings.
- (C) It is difficult for scientists to understand.
- (D) It is not always accurate.

39. What is the speaker mainly talking about?

- (A) Where the tallest buildings are constructed
- (B) Why buildings are constructed with so many floors
- (C) When bricks became a popular construction material
- (D) How it became possible to construct tall buildings

40. According to the discussion, what is the major advantage that steel has over bricks?

- (A) Steel is cheaper.
- (B) Steel is stronger.
- (C) Steel is more decorative.
- (D) Steel is a lighter material.

41. Why does the boy talk about animals?

- (A) To argue that tall buildings harm the natural environment
- (B) To illustrate how animals assisted in early construction
- (C) To compare the structure of modern buildings to the body of an animal
- (D) To explain how animal skins were once used to build walls

42. What are the curtain walls of a building?

- (A) Outer walls that support little weight
- (B) Walls of brick made with steel in them
- (C) Walls on the lower floors
- (D) Interior walls made of steel



NO TEST MATERIAL ON THIS PAGE

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. The idea that rocks last forever and that rocks

(A) still
(B) very
(C) quite
(D) never

change

is not completely true. If you have ever stood next to a rushing river, you

2.

(A) saw
(B) seen
(C) are seeing
(D) may have seen

the water hammering away at the rocks.

The correct answer to **Sample 1** is (D), “never.” The correct answer to **Sample 2** is (D), “may have seen.”

Questions 1 - 4 refer to the following announcement.

To raise money for a special one-day trip to Bluestone Mountain, Mr. Clarkson's class

- 1. (A) sells
- (B) has sold
- (C) were sold
- (D) will be selling

cookies, pies, and other baked goods this Friday from 11:00 A.M. until

2:00 P.M. All the delicious desserts will be fresh and homemade

- 2. (A) to
- (B) of
- (C) by
- (D) in

his students.

Please plan to stop by our sales table, which will be set up just outside the cafeteria for your

- 3. (A) success.
- (B) convenience.
- (C) understanding.
- (D) advertisement.

We will be giving out free samples of brownies and oatmeal cookies

- 4. (A) visit everyone.
- (B) a visit to everyone.
- (C) everyone will visit.
- (D) everyone who visits.

to

Questions 5 - 8 refer to the following set of instructions.

- 5. (A) To perform
- (B) Is performed
- (C) Having performed
- (D) Will perform

this experiment, you will need several things. The

- 6. (A) better than
- (B) as good
- (C) most good
- (D) best

procedure is to get all your materials ready first, so that once you begin

you will not have to stop your work to go get anything. You will need three clean glass containers,

a pitcher of cold water, and a basin of warm water. You should also have tape and a pen to

- 7. (A) master
- (B) divide
- (C) label
- (D) miss

the glass containers. It is also a good idea to have a notepad handy to write

down

- 8. (A) you learn.
- (B) what you learn.
- (C) you are learning it.
- (D) you are learning.

Questions 9 - 12 refer to the following e-mail from a student to a teacher.

Mr. Weston:

You said in class on Friday that it would be all right

- 9. (A) to
- (B) of
- (C) for
- (D) from

students to send you an

e-mail this weekend if we have any questions on the research assignment you gave. Well, I brought

home

- 10. (A) any
- (B) lots
- (C) much
- (D) several

books from the library to use for my report on ocean life. But after

looking at some of the information, I realize that the topic I wanted to use is much too broad for

- 11. (A) a short research paper.
- (B) the research paper is short.
- (C) a research paper is too short.
- (D) it is a short research paper.

Could I change my topic to one that

12. (A) covers
(B) to cover
(C) it covers
(D) is covered

a more limited subject area? I was thinking of focusing on deep-ocean

plant life. Please let me know whether I can do this.

Thanks!

Jessica Saunders

Questions 13 - 18 refer to the following student essay.

The T-shirt is a common item of clothing valued by wearers around the world for its comfort and

casual style. T-shirts come in all colors, and very

13. (A) often
(B) ready
(C) clear
(D) unusual

they carry a picture, a logo,

or some writing. It is even possible for individuals to custom order T-shirts with unique designs.

T-shirts as we know them today, however, are

14. (A) as different as
(B) the most different
(C) very differently from
(D) very different from

what they were in

the past. The first T-shirts were usually white, plain-looking undergarments with no designs

15. (A) managed
(B) appeared
(C) received
(D) printed

on them.

16. (A) If not covered
(B) If not to cover
(C) Not covering if
(D) If they do not cover

by another shirt, they were

considered inappropriate for wearing around the house, much less in public. Many people believe

that the practice of wearing a T-shirt as an outer shirt entered into mainstream culture

- 17. (A) so
- (B) as if
- (C) it was
- (D) because of

the popularity of movies of the 1950s starring the American actor

James Dean.

- 18. (A) Wore it
- (B) He wore
- (C) Wearing
- (D) Wearing it

just a simple T-shirt, as Dean had done, soon became

recognized as an expression of one's individuality.

Questions 19 - 26 refer to the following article from a magazine about modern technology.

A spectacular highlight of the 1998 Winter Olympic Games in Japan was

- 19. (A) performed it internationally
- (B) an international performance
- (C) an international performing as
- (D) being performed internationally

of Beethoven's "Ode to Joy." Choirs in Australia,

China, South Africa, the United States, and Japan all performed at the same time without

- 20. (A) their respective countries were left.
- (B) they left their respective countries.
- (C) leaving their respective countries.
- (D) had left their respective countries.

To make it appear as though the singers were

actually performing together, the organizers

- 21. (A) overcoming
- (B) who overcame
- (C) had to overcome
- (D) having overcome

an interesting technical

challenge. Because the satellite

- 22. (A) revisions
- (B) reductions
- (C) inspections
- (D) transmissions

carrying the performance had to travel

thousands of miles, the broadcasts from the different continents arrived at a central studio in Japan

at different times. A signal from South Africa arrived at the studio a full second

- 23. (A) later than
- (B) of a later
- (C) that later
- (D) so late

a signal from China. Nonetheless, the musicians were coordinated

- 24. (A) so
- (B) as
- (C) too
- (D) very

well that the viewers enjoyed a perfectly synchronized performance.

Once received at the studio in Japan, the signals from the different continents

- 25. (A) shown not on television were
- (B) were not shown on television
- (C) on television shown were not
- (D) not shown on television were

immediately. Instead, the first signals received were

delayed.

26. (A) Once
(B) While
(C) As
(D) Before

all the different signals had come in, they were combined and

broadcast to the world.

Questions 27 - 34 refer to the following passage from a book about languages.

Until the 1930s, the indigenous Australian language Dyirbal had two varieties,

27. (A) it
(B) that
(C) each
(D) which

with the same grammar but a completely different set of names for things. All

Dyirbal speakers knew both varieties and used one or the other

28. (A) depended
(B) depending
(C) it depends
(D) to depend

on whom

they were speaking to. In most situations, speakers of Dyirbal

29. (A) used
(B) using
(C) have used
(D) had been used

one set

of vocabulary; however, when addressing certain family members, such as a mother- or

father-in-law,

30. (A) they would switch to
(B) switch to they would
(C) would they switch to
(D) switch would they to

the other variety. We should

- 31. (A) stress
- (B) stressing
- (C) to stress
- (D) stressed

that this situation is quite unlike the familiar scenario

- 32. (A) that
- (B) which
- (C) in which
- (D) from where

a person uses a different language to communicate with someone from

- 33. (A) sounds
- (B) sounded
- (C) sounding
- (D) to sound

another country. In Dyirbal, all people spoke what

like two different

languages—one when talking to certain people

- 34. (A) at
- (B) with
- (C) within
- (D) toward

their own family and the

other when conversing with friends or strangers.

Questions 35 - 42 refer to the following passage from a history textbook.

An aqueduct is a waterway

35. (A) use
(B) used
(C) using
(D) to use

for delivering water to areas with little rainfall.

Unlike canals,

36. (A) digging
(B) that dug
(C) they are dug
(D) which are dug

in the ground, aqueducts are built above ground. They

originate at high elevations

37. (A) as it is
(B) so that
(C) in order
(D) in spite of

water can easily be moved downward to

lower-lying areas. Ancient aqueducts

38. (A) can be found
(B) to be found
(C) have found
(D) could find

all over the world. Many of them

were constructed independently by societies that had no contact with each other. The reason why

39. (A) the same type of structure
(B) that the same type of structure
(C) was it the same type of structure
(D) the type of structure was the same

was built in so many different places around the

world is probably because the idea behind it is simple. It is

- 40. (A) far
- (B) too
- (C) that
- (D) quite

possible that rather

than being purely human inventions, aqueducts were copied from nature. People could simply

have noticed

- 41. (A) as water flows
- (B) since water flows
- (C) that water flows
- (D) and water flows

downhill in a straight line over a great distance, as

long as no

- 42. (A) journeys
- (B) attempts
- (C) obstacles
- (D) directions

block its passage.



Reading Comprehension

Directions

In this section of the test, you will read seven 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 questions below.

Sample Text

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is the text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red
- (B) Green
- (C) Blue
- (D) Gray

The correct answer is A, "Red."

Parents' Day Activities

Time	Activity Name	Activity Type	Leader (Teacher)
9:00–9:45	World History	Student Presentation	Ms. Chambers
9:30–10:30	Student Science Projects	Exhibit (library)	Ms. Demarco
10:30–11:30	Karate	Demonstration (athletic field)	Mr. Ryan
12:30–1:15	Watercolor Painting	Demonstration	Ms. Ramos
1:00–4:00	Student Photography	Exhibit (main hallway)	Mr. Campbell
1:30–3:00	Nature Club	Presentation	Ms. Demarco
2:00–3:00	Football	Sports Activity (athletic field)	Coach Barry
3:00–4:00	Gymnastics	Demonstration (gymnasium)	Mr. Brewster

Notes:

- All activities without a location listed will take place in the cafeteria.
- Students who have volunteered to help with setting up and cleaning up will be asked to attend a special meeting on Thursday at 3:00 in the gymnasium.

1. Who will lead more than one activity?

- (A) Ms. Demarco
- (B) Mr. Brewster
- (C) Mr. Campbell
- (D) Ms. Chambers

2. Where will the demonstration of watercolor painting take place?

- (A) In the library
- (B) In the cafeteria
- (C) In the gymnasium
- (D) In the main hallway

3. At what time is the last outdoor activity scheduled to start?

- (A) 12:30
- (B) 1:30
- (C) 2:00
- (D) 3:00

4. Who will need to attend a meeting before Parents' Day?

- (A) Athletic coaches
- (B) Teacher leaders
- (C) Cafeteria staff
- (D) Student helpers

Questions 5 - 8 are about the following e-mail.

To: Ms. Howell
From: Annemarie Dah
Re: This Year's Play
Sent: March 11, 5:12 P.M.

Dear Ms. Howell,

I hope you don't mind my sending this e-mail, but I wasn't able to stay after school to attend the drama club meeting today. I really apologize, but my ride home was not
Line able to wait.

5 Anyway, I hope that there are still some acting roles open in the play. If not, then I hope that there is at least a place for me to work on the production crew. I realize that the people who attended the meeting got first pick, but I thought it would still be good to e-mail you my preferences.

10 I enjoy acting in plays more than anything else. Even if it's a minor character, I would love to have one of the acting roles. If they have all been taken, then hopefully I can still work as one of the costume designers. As you know, I have done that before and really enjoy working with the parent volunteers to sew the costumes.

15 I can come to the theater tomorrow morning to talk with you if you are unable to answer this e-mail today. Either way, as I am sure you can tell, I am very excited about the play this year.

Sincerely,
Annemarie

5. Why did the student write the e-mail?

- (A) To request a role in a play
- (B) To find out when a performance will take place
- (C) To accept an invitation to act in a play
- (D) To congratulate a teacher for putting on a play

6. In line 7, the word pick is closest in meaning to _____ .

- (A) pull
- (B) place
- (C) touch
- (D) choice

7. In line 10, the word they refers to _____ .

- (A) roles
- (B) costumes
- (C) designers
- (D) characters

8. What has the student done for the drama club in the past?

- (A) Directed a play
- (B) Designed posters
- (C) Helped with costumes
- (D) Played a minor character

Questions 9 - 14 are about the following article.

Line 5 Last week, fifteen Korean students from Suwon High School visited San Diego as part of the annual student exchange program co-organized by Portman High School. The students, who arrived days ago and will stay for three more weeks, are looking to improve their English and learn more about the United States and its people.

10 So far the trip has proved to be as successful as last year's visit by the students' older schoolmates from Suwon High. This year the students have participated in many school activities and visited sites in San Diego.

15 "The weather has made it possible to see many interesting places," says student Insook Park. "I'm also enjoying the English classes we attend. Everything is perfect. Even the flight from Korea was more enjoyable and shorter than I thought it would be!"

20 The group wants to make the most of its time in San Diego by learning as much as possible about the city and American culture in general. The

students visited a baseball stadium and a history museum, and they saw a movie at a local theater. One venue the group decided against visiting was a Korean restaurant.

25 "The students are familiar with Korean food, and to have them eat it here would have been pointless," says Portman High Principal Marilyn Andrews. "It's more exciting for them to have lunch at the school cafeteria and try typical American cuisine."

30 The experiences they have already had while in the United States will be enough to fill an entire issue of the online magazine posted on their school's Web site. In fact, the students have been recording their memories, and the next issue will be composed entirely of photos and essays by the students who made the trip.

35 "This will be a sort of present for our host school, a way to say thank you for the hospitality we're enjoying so much," says visiting student Yeunsuk Kim.

9. What would be the most suitable headline for the article?
- (A) Korean Students Start New Magazine
 - (B) Korean Students Win International Food Award
 - (C) Korean Students Excel in English
 - (D) Korean Students Participate in Exchange Program
10. What is probably true about the Korean students' older schoolmates?
- (A) They preferred American food to Korean food.
 - (B) They visited San Diego a year earlier.
 - (C) They had to take extra English classes at school.
 - (D) They had never traveled abroad before.
11. What was Insook Park probably worried about before arriving in San Diego?
- (A) Missing her plane
 - (B) How long the flight would take
 - (C) Not being able to practice her English
 - (D) What to do if there was bad weather
12. In line 24, the word venue is closest in meaning to _____ .
- (A) topic
 - (B) class
 - (C) place
 - (D) meeting
13. In line 30, the word cuisine is closest in meaning to _____ .
- (A) cooking
 - (B) research
 - (C) business
 - (D) education
14. According to Yeunsuk Kim, what will the students do to show their appreciation?
- (A) Mail Korean magazines to the American school
 - (B) Invite American students to their school
 - (C) Buy gifts for the American students
 - (D) Include their memories on a Web site

Questions 15 - 20 refer to the following passage.

A few weeks ago I wrote a school report on Australian boomerangs—those curved objects that return to you when you throw them. I told my mother some of what I'd learned: that the Aborigines who first settled
 5 Australia thousands of years ago used boomerangs only for sport; that they used a similar tool—a throwing stick, which doesn't return to the thrower—for hunting birds and other animals; and also that there is a boomerang club right here in our town that gives lessons and holds
 10 competitions.

All of this was in preparation for my asking for a boomerang, which I did, but at first, she didn't like the idea.

“David, how do you know you can even throw one?”
 15 she asked.

“I don't,” I said. “But I'll never find out unless I get one!”

“I'll tell you what,” she said. “Why don't we check out this boomerang club and you can try it.”

20 I agreed, and a week later we were at the club's monthly gathering at a local football field. A man named Ben greeted us warmly and told us how the day would go: after some practice time and a lesson for beginners, there would be a competition.

And then he handed me a wooden boomerang.

“You can use this one today, David,” he said. “I made it myself.”

25 I could hardly believe I was finally holding a boomerang in my own hands. Ben went to talk with another club member. I waited a few minutes, but my eagerness got the best of me—I decided to try throwing the boomerang before anyone showed me how. I threw it sideways, releasing it at waist level. To my surprise it curved straight upward, then came crashing down to the ground, nearly hitting me.

30 “A typical beginner!” Ben yelled from a distance, laughing.

Then he gave me a lesson. He threw the boomerang overhand, the same way you'd throw a ball, releasing it at eye level. He also told me to throw it into the wind.

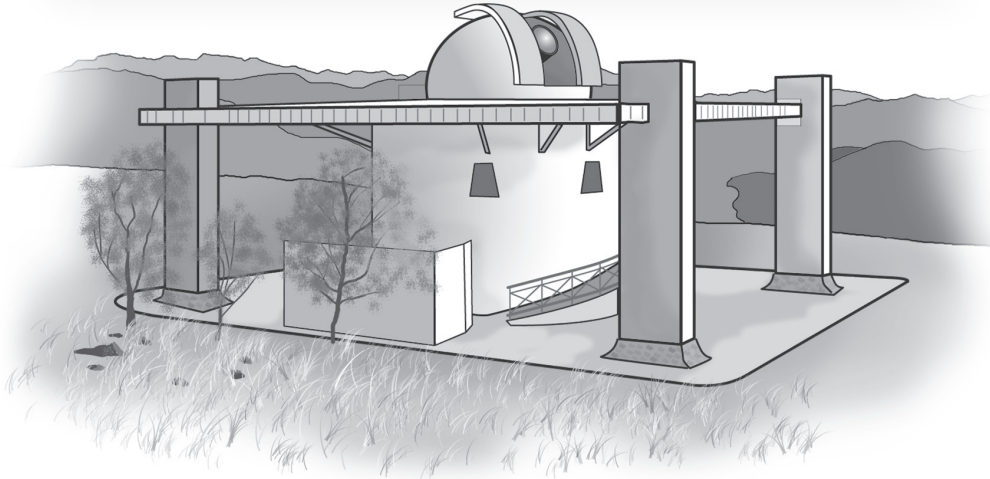
I copied his motion and threw it, and to my surprise, the boomerang curved around and came toward me. I ran a bit, then caught it. I could hardly believe it!

35 “Hooray, David!” my mother yelled. “It looks like you'll be getting that boomerang tomorrow!”



15. What is the best title for the story?
- (A) To Australia and Back
 - (B) An Expensive Boomerang
 - (C) The National Sport of Australia
 - (D) My Introduction to Boomerangs
16. Why does David give his mother details about his report on boomerangs?
- (A) To convince her that boomerangs are easy to use
 - (B) To explain why his teacher liked his report
 - (C) To persuade her to let him have a boomerang
 - (D) To let her know that he had finished his report
17. What does David's mother suggest he do?
- (A) Attend the boomerang club
 - (B) Practice playing football
 - (C) Learn how to make a boomerang
 - (D) Read about the history of the boomerang
18. In lines 26–27, what does the narrator mean when he says “my eagerness got the best of me”?
- (A) He was holding the best boomerang he had ever seen.
 - (B) He could not wait any longer to throw the boomerang.
 - (C) He threw the boomerang better than he thought he would.
 - (D) He was eager to tell Ben that he had done well on his report.
19. What mistake does David make at the boomerang club meeting?
- (A) He throws the boomerang incorrectly.
 - (B) He nearly hits Ben with a boomerang.
 - (C) He uses someone else's boomerang.
 - (D) He interrupts the competition.
20. What will David's mother probably do tomorrow?
- (A) Find David a different boomerang teacher
 - (B) Buy David a boomerang
 - (C) Show David how to throw a boomerang
 - (D) Take David to a boomerang competition

Questions 21 - 26 are about the following passage.



Vicuña, a small town in the north of Chile, is a great place for watching the stars. Although the town is near the ocean, the cold, moist air from the coast does not bring clouds. Instead, dry winds blowing from the desert keep the clouds away at night. In fact, the sky is so clear in Vicuña that it is possible to see many stars that can be seen
5 only with advanced instruments in other parts of the world.

In Vicuña, distant star systems such as the Magellanic Clouds are visible without the help of a telescope. This is why the town was chosen as the home of a number of sky observatories. One of them, the Mamalluca, is quite different from the typical observatories used by astronomers and other scientists. This observatory was designed
10 for tourists who like to look at the stars. Throughout the year, Vicuña's hotels accommodate thousands of tourists who come from all over the world to see the night sky as they have only seen it in books. The cloudless sky is clearly a moneymaker for the town, which plans to erect even more observatories. It was recently decided that the construction of additional observatories will continue for another few years.

15 At one point, however, the town faced a serious problem. As the town grew, more streetlights were added, making it more and more difficult to see the stars at night. The town saved the night sky by investing in a new system of lamps that lit up the streets without ruining the view of the sky.

21. Which title best summarizes the main idea of the passage?
- (A) Hotels for the Stars
 - (B) A Town Looks to the Stars
 - (C) Pictures of a Cloudless Sky
 - (D) Astronomers Discover New Stars
22. What makes the skies over Vicuña especially clear at night?
- (A) Moist air from the ocean
 - (B) Dry winds from the desert
 - (C) Cold air from the mountains
 - (D) Warm winds along the coast
23. What does the author say about the Magellanic Clouds?
- (A) They can be seen only during the day.
 - (B) They cannot be seen in all parts of the world.
 - (C) They can be seen in Vicuña without a telescope.
 - (D) They are not as far away as scientists once believed.
24. In line 11, the word accommodate is closest in meaning to _____ .
- (A) give advice to
 - (B) pay attention to
 - (C) take money from
 - (D) provide rooms for
25. In line 13, the word erect is closest in meaning to _____ .
- (A) visit
 - (B) close
 - (C) build
 - (D) watch
26. Why did Vicuña spend money on a new streetlight system?
- (A) The old lights made it hard to see the stars at night.
 - (B) The old system needed frequent repairs.
 - (C) There were not enough streetlights near the new hotels.
 - (D) Money for new lights became available as tourism increased.

Questions 27 - 34 refer to the following passage.

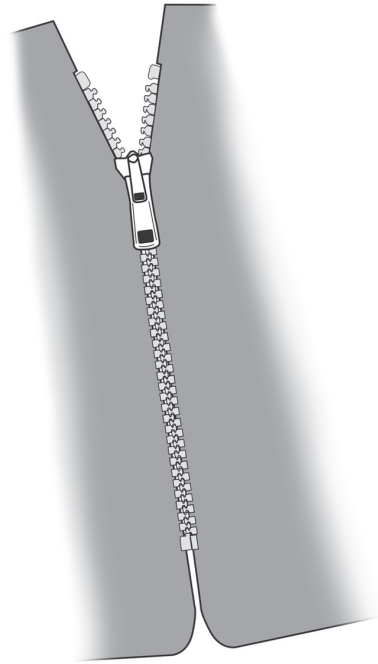
The zipper today is a very common item. Used to join two pieces of fabric along the edges, it serves an important function for many types of clothing as well as other things people use, such as bags or tents. Yet a look at its early history reveals that the zipper was, in fact, an unlikely success.

Toward the end of the nineteenth century, when the first zippers were being developed, people were generally satisfied with the way they were already fastening their clothing. Simple buttons were considered sufficient, and few people complained that something better was needed. It is therefore puzzling that companies invested money in the development of a product that few people thought necessary.

Remarkable dedication was also required on the part of the zipper's inventor because the device took a long time to perfect. The Swedish-born designer, Gideon Sundback, who is considered the father of the zipper, needed twenty years to arrive at a design reliable enough for everyday use. His first zippers either did not last very long or had the tendency to open unexpectedly. They were also very expensive to make. After so many years of difficulty, many other inventors most likely would have admitted their failure. It took someone as tireless and persistent as Sundback to keep trying despite the many setbacks.

Even after he finally managed to develop a functional zipper, Sundback still had reason to feel discouraged because when his zipper became available for purchase, few people wanted to buy it. Many more years had to pass for people to realize how convenient his invention actually was.

An important breakthrough in the zipper's marketability came when England's Duke of Windsor ordered that his clothes be made with zippers. It was because of the Duke's fame and popularity that people became interested in zippers. Nowadays, zippers are everywhere, and it is hard to imagine clothes—or change purses, sleeping bags, etc.—without them. Even the progress of technology, which often replaces old inventions with more advanced ones, does not seem to be a threat to the zipper. It is safe to say that the zipper will be around for a long time to come.



27. What is the main topic of the passage?
- (A) A creative idea that made its inventor very rich
 - (B) How technology has made clothing less expensive
 - (C) An inventor who had to fight for funding to develop his invention
 - (D) A popular device that was not immediately successful
28. Why does the author call the success of the zipper “unlikely” in paragraph 1 ?
- (A) It was created by accident.
 - (B) It was not urgently needed.
 - (C) It caused a conflict between two inventors.
 - (D) Its development was not sufficiently funded.
29. In line 13, the word fastening is closest in meaning to _____ .
- (A) delivering
 - (B) including
 - (C) securely closing
 - (D) quickly finding
30. What problem with early zippers is NOT discussed in the passage?
- (A) They were very expensive.
 - (B) They opened on their own.
 - (C) They did not last very long.
 - (D) They were too heavy for clothing.
31. In line 29, the word setbacks is closest in meaning to _____ .
- (A) accidents
 - (B) payments
 - (C) surprises
 - (D) problems
32. In line 34, the word breakthrough is closest in meaning to _____ .
- (A) value
 - (B) training
 - (C) information
 - (D) development
33. Why is the Duke of Windsor mentioned in the passage?
- (A) To point out how the zipper became popular
 - (B) To suggest where the idea for the zipper came from
 - (C) To show that some famous people were opposed to zippers
 - (D) To explain how the zipper’s development was funded
34. What does the author believe about the progress of technology?
- (A) It will not stop the use of zippers.
 - (B) It will not affect the price of zippers.
 - (C) It will result in better zipper designs.
 - (D) It will lead to new uses for the zipper.

Questions 35 - 42 are about the following passage.

As its name suggests, the acacia ant lives in acacia trees, and it chooses the most inaccessible places in the tree to build its nest. When an ant finds itself on a tree, it will start making a hole beneath one of the thorns, the sharp needle-like structures growing
Line on the branches. When the hole is big enough, the ant will start a family there. That
5 family soon grows very large, and when it is a few hundred strong, it will protect the whole tree, from the roots up to the leaves and flowers, by defending against invaders.

Acacia ants ward off not only small animals, like sugar gliders, but also large ones, like goats or giraffes. As soon as the ants detect an intruder near the tree, they quickly rush toward it and bite it, injecting a toxic substance into the animal's skin. The
10 substance is not life threatening, but it creates enough pain to make the intruder look for another tree whose tasty leaves are not so well guarded.

The ants protect the tree because it is in their interest to do so. If a giraffe were to destroy the tree, it would also mean the demise of the ants' home. Such animals are thus a threat to the ant. But acacia ants do not frighten away all animals that come near them.
15 Scale insects, for example, are quite welcome, because they produce a sweet juice the ants enjoy. Some of the ants' food also comes from the acacia tree itself. Acacia trees provide a kind of oil that is collected by the ants and taken to their nests. It is one of the favorite foods of baby ants.

35. What would be the most suitable title for the passage?
- (A) A Tasty Tree
 - (B) The Tiny Protectors
 - (C) Making a Small Home
 - (D) Observing a Dangerous Insect
36. Where on the acacia tree do acacia ants build their nests?
- (A) On the leaves
 - (B) Near the roots
 - (C) Under the thorns
 - (D) Inside the flowers
37. What can be inferred from the passage about acacia tree leaves?
- (A) They are eaten by animals.
 - (B) They are shaped like needles.
 - (C) They are extremely poisonous.
 - (D) They are used as a hiding place.
38. In line 7, the phrase ward off is closest in meaning to _____ .
- (A) stick to
 - (B) crawl over
 - (C) move from
 - (D) frighten away
39. What do acacia ants do when they sense an animal near the tree?
- (A) They attack the animal.
 - (B) They hide in their nests.
 - (C) They carry their young out of the tree.
 - (D) They use the animal for transportation.
40. In line 10, the word it refers to _____ .
- (A) an intruder
 - (B) a tree
 - (C) the skin
 - (D) the substance
41. In line 13, the word demise is closest in meaning to _____ .
- (A) decoration
 - (B) description
 - (C) destruction
 - (D) development
42. Ants use the oil of the acacia tree for what purpose?
- (A) Covering their smell
 - (B) Feeding their young
 - (C) Cleaning their nests
 - (D) Fighting their enemies



Appendix A:

Listening Scripts for the Listening Section Sample Sets

TRACK 1: SAMPLE 1

(Narrator): Listen to a history teacher talking to a class.

(Man): You've all been doing a really great job with the class debates this month. So . . . I'd like to know how many of you would be interested in starting a new debate team. The team would meet a few times a week, and we'd do the same kind of debates that you've been doing in class. The only difference is you'd be competing with students from other schools, instead of each other. Now, how many of you would be interested in doing something like this?

Question 1: What is the purpose of the talk?

TRACK 2: SAMPLE 2

(Narrator): Listen to a teacher speaking to a class.

(Man): We identified a lot of plant species on our field trip yesterday and even talked about ways people use some of these plants for food or to make natural medicines. All of those plants were, of course, perfectly harmless to people and animals. But today, I'll show you photographs of some other plants you might also find in our area. However, unlike the plants we saw yesterday, the plants in these pictures are noxious to humans. You need to be able to identify noxious plants so that you'll know to avoid them.

Question 2: What does the teacher say about the plants in the photographs?

TRACK 3: SAMPLE 3–6

(Narrator): Listen to a conversation between two friends.

(Girl): Hi, Mark. Are you on your way to science class now? I'll walk over with you.

(Boy): Cathy... Oh, hi. Yes, but . . . what are you doing here? I thought you would still be on the trip to Pine Mountain with the nature club.

(Girl): You're right. We weren't supposed to drive back until tonight. But we ended up coming back on the bus yesterday instead.

(Boy): Why? I hope that nothing bad happened. Or was the weather bad? I heard it can snow in the mountains, even when it's warm here.

(Girl): No, nothing bad happened—I mean . . . no one got hurt or anything—and it was sunny and warm in the mountains.

(Boy): So . . . why did you come back early?

(Girl): Well, I guess, in a way, weather was the issue. On the last day of the trip, we were going to climb to the top of Pine Mountain. But, apparently, last week it rained so much that parts of the hiking trail were washed away, so they closed it.

(Boy): Wasn't there some other way to get to the top?

(Girl): No, there was just the one path. We did go on a lot of nature walks the first two days, and we were getting kind of tired by then. But everyone was still really disappointed that we couldn't go all the way to the top. I will say one thing though, it was nice to get home and eat my mother's home-cooked meal.

(Boy): Right. Food cooked outside over a campfire isn't always very tasty!

(Narrator): Now answer the questions.

Question 3: Where is the conversation probably taking place?

Question 4: Why is the boy surprised?

Question 5: What caused plans to change during the trip to the mountains?

Question 6: What does the girl suggest about the food on the trip?

TRACK 4: SAMPLE 7–10

(Narrator): Listen to a talk in a history class.

(Man): If you think about it, thanks to e-mail and computers we hardly write letters on paper anymore. Most people don't even pay bills through the mail anymore or mail in forms to schools or to the government. It seems almost everything can be done online now. Keep in mind, though, that e-mail is a very recent development. But postal services—systems for delivering physical paper letters and documents and other items—well, they've been around for a long time.

For example, we know that in ancient times, documents were transported by riders on horseback. They usually used a relay system, which means that one mail carrier would travel a certain distance with the mail and then pass it on to someone else whose job was to take it the next part of the way. In ancient China, for example, the government set up a large network of stations where fresh horses were kept, so mail carriers could deliver official documents to faraway parts of the kingdom more quickly. Now, during the Roman Empire almost 2,000 years ago, Roman rulers established their own system of roads and stations for mail delivery across the empire's vast lands. Interestingly, even after the Roman Empire ended, its postal system remained intact. In other words, even though there was no official Roman Empire to govern the territories, the people living in the area found the postal system created by the empire so useful that they continued to use it! Then, about 500 years ago, during the Renaissance in Europe, different countries began to travel farther and farther when they started trading goods. This led to a need for commercial documents to be delivered quickly and safely. That's when private businesses got involved and started their own postal systems. So now it wasn't only governments that were delivering mail. And that's pretty much what it's like in the world today. Most governments operate their own postal services, but there are also many private companies that deliver letters and documents. Of course, with today's technology, there may soon be no need for any of them!

(Narrator): Now answer the questions.

Question 7: What is the main topic of the talk?

Question 8: What does the teacher suggest about the early mail carriers who rode on horses?

Question 9: What happened to the Roman mail system when the Roman Empire ended?

Question 10: What led to the establishment of private postal systems during the Renaissance?

APPENDIX B

Appendix B:

Answer Keys and Explanations for All the Section Sample Sets

Answer Key

Listening Sample Sets	
Question Number	Answer
1.	D
2.	A
3.	D
4.	C
5.	C
6.	A
7.	C
8.	B
9.	C
10.	A

Explanations for Listening Sample Sets

1. Since this is a purpose question, you should ask yourself “Why is the teacher talking about this?” The teacher is talking about starting a debate team because he wants to find out how many students would be interested in joining the team. He says, “I’d like to know how many of you would be interested in starting a new debate team.” Therefore, the correct answer is (D) To find out whether students would be interested in starting a debate team. The teacher does not talk about the importance of debating, nor does he talk about the process for classroom debates, so answer choices (A) and (B) are incorrect. The teacher says the students have been “doing a really great job with the class debates this month,” but he does not talk about ways that students can further improve, so answer choice (C) is also incorrect.

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2. This is a detail question. The teacher clearly says, “the plants in these pictures are noxious to humans” and that students should “avoid them.” Noxious means “poisonous.” However, even if you did not know the actual meaning of the word “noxious,” you could infer from the keywords and phrases that these plants are harmful. Therefore, the correct answer is (A) They can be harmful. The teacher does not mention any of the other three answer choices, so (B), (C), and (D) are all incorrect.
 3. This is a kind of inference question. As you listened to the talk, you should have noted the clues that suggest where this conversation is taking place. At the very beginning of the conversation, the girls says, “Hi, Mark. Are you on your way to science class now?” If the boy and girl are on their way to science class now, then you can infer that they are at school. Therefore, the correct answer is (D) At a school. There are no clues in the conversation to suggest that the boy and girl are either on a bus or at a restaurant, so answer choices (A) and (B) can be eliminated. And although the boy and girl are talking about a trip to the mountains, the girl clearly states that “we ended up coming back on the bus yesterday.” Therefore, answer choice (C) is also incorrect.
 4. This is a detail question. You can tell that the boy is surprised when he asks the girl, “. . . what are you doing here?” He also says, “I thought you would still be on the trip to Pine Mountain with the nature club.” Clearly, then, the boy was not expecting to see the girl at school. Therefore, the correct answer is (C) He did not expect to see the girl today. Although the boy and girl mention a hike, rain, and going to class, the boy is not surprised by any of these things. Therefore, answer choices (A), (B), and (D) are incorrect.
 5. This is a detail question. The boy asks the girl about the change in plans when he says, “So why did you come back early?” The girl clearly states that the hiking trail was closed, which was why she returned early. The correct answer, then, is (C) A path on the mountain was closed. The girl says no one got hurt, so answer choice (A) can be eliminated. The boy mentions snow in the mountains, but that is not the reason the girl returned early. Therefore, answer choice (B) is incorrect. The girl says that although the students were getting tired, they were disappointed that they could not climb the mountain, so answer choice (D) is also incorrect.
 6. This is an inference question. The word “suggest” has the same meaning as “imply.” While listening to the conversation, you should have been listening for what the girl says about food. She says that “it was nice to get home and eat my mother’s home-cooked meal.” The girl, then, was happy to eat at home again. This clue suggests that the food on the camping trip was not good. Therefore, the correct answer is (A) It did not taste good. There are no clues in the conversation to support the inferences in the other answer choices. Therefore, they are all incorrect.

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7. This is a main idea question. The teacher spends most of his time talking about the ways in which postal service has evolved over time, beginning with ancient China and ending with the modern world. Therefore, the correct answer is (C) Ways that postal services have changed over time. The teacher does talk about the Roman Empire, but this is only a detail within the larger talk, so answer choice (A) is incorrect. The teacher talks briefly about e-mail, but it is not the focus of the talk, so answer choice (B) is incorrect. Finally, answer choice (D) contradicts what is said in the talk. The teacher says only in passing that one day we may no longer need a postal service. He does not discuss reasons that most people do not send paper documents. Therefore, answer choice (D) is incorrect.
 8. This is an inference question based on information presented in the talk. Specifically, the teacher talks about postal carriers using a “relay system, which means that one mail carrier would travel a certain distance with the mail and then pass it on to someone else. . . .” Therefore, the correct answer is (B). They often took a piece of mail only part of the way. Although it may have been true, the teacher says nothing that might lead you to believe that mail carriers were respected by others, so answer choice (A) is incorrect. The inferences made in answer choices (C) and (D) are not supported by information in the talk. Therefore, they are both incorrect.
 9. This is a detail question. The correct answer is (C) It continued to be used for a period of time. The teacher clearly states this when he says, “. . . even after the Roman Empire ended, its postal system remained intact.” Although the teacher talks about private businesses offering postal services, that is near the end of the talk, when he is discussing the modern world. Therefore, answer choice (A) is incorrect. Answer choice (B) contradicts what the teacher says, so it is incorrect. And finally, there is no mention of countries fighting over the mail system, so answer choice (D) is also incorrect.
 10. This is also a detail question. The correct answer is (A) An increase in international business. The teacher clearly says that when “countries began to travel farther and farther” to trade their goods, it “led to a need for commercial documents to be delivered quickly and safely.” Answer choice (A) is simply a paraphrase of these two sentences. If countries are going farther and farther to trade, then they must be involved in international business. Although some of them are historically accurate statements, the other three answer choices are not mentioned at all by the teacher. Therefore, they are incorrect answers.

Answer Key

Language Form and Meaning Sample Sets	
Question Number	Answer
1.	D
2.	A
3.	C
4.	A
5.	A
6.	C
7.	B
8.	C
9.	A
10.	D

Explanations for Language Form and Meaning Sample Sets

1. This is a language form question that tests your knowledge of the passive voice. The correct answer is (D) are invited. The passive voice is constructed as follows: object noun + *be* verb + past participle. The sentence does not have a subject; it is not needed in the context of this announcement. The sentence starts with the object of the verb “invite,” which is “members of the school photography club.” Only answer choice (D) is an example of the passive voice. Answer choice (A) is the base form of the verb. Answer choice (B) is the past participle. And finally, answer choice (C) is the simple future form. Therefore, answer choices (A), (B), and (C) are all incorrect.
2. This is a language meaning question that tests your knowledge of the meaning of determiners. The correct answer is (A) other. The determiner required must accurately describe the noncount noun “plant life” in this sentence. Only answer choice (A) accurately describes “plant life” in the context of this announcement. Answer choice (B) is a pronoun, which cannot be used to describe a noun. Answer choice (C) is incorrect because there is no specific reference for it in the context of this announcement. Finally, answer choice (D) is incorrect because there is no specific reference for it in the context of this announcement.
3. This is a language form question that tests your knowledge of the use of infinitives. The correct answer is (C) to enjoy. The phrase “in order” must be followed by an infinitive form to accurately describe a purpose, which is the intended meaning in the context of this announcement. Only answer choice (C) is an infinitive form. Answer choice (A) is a present perfect verb. Answer choice (B) is a simple future verb. And answer choice (D) is a present participle form. Therefore, answer choices (A), (B), and (D) are incorrect.

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4. This is a language meaning question that tests your knowledge of the correct meaning and form of the word “instruct” in context. The correct answer is (A) instructions. The word “instructions” means “directions,” which fits with the context of the sentence. Furthermore, the sentence requires a word that is a noun, as the object of “give,” and answer choice (A) is a noun. Although answer choice (C) is a noun, “instructor” refers to a person, which is not correct in the context of the sentence. Answer choice (B) is a present participle, which, in the right context could be used as a gerund noun form. However, a gerund is not grammatical in this sentence, and “instructing” does not have the same meaning as “directions.” Finally, answer choice (D) is a simple present verb form, which does not fit grammatically into the sentence.
 5. This is a language meaning question. The correct answer is (A) survive. Only the word “survive,” which means “able to live,” is meaningful in the context of this passage. The other answer choices do not have any appropriate meaning in the context of how polar bears live, so they are all incorrect.
 6. This is a language form question. The question tests your knowledge of conjunctions. The correct answer is (C) because of. Answer choices (B) and (D) have a similar meaning to “because of,” but they must both be followed by a preposition: “due to” and “as a result of.” Therefore, they are incorrect answers. Answer choice (A) also has a similar meaning to “because of,” but it must be followed by a clause when used as a conjunction. Therefore, it is also incorrect.
 7. This is a language form question that tests your knowledge of comparative adjectives. The correct answer is (B) faster. Only answer choice (B) is a comparative adjective. Answer choice (A) is a regular adjective, so it can be eliminated. Answer choice (C) is incorrect because it indicates that reindeer and polar bears run at the same fast speed, which is not correct based on the context of the passage. Answer choice (C) is only part of the comparative phrase “as fast as” and is not correct in the context of the passage. Finally, answer choice (D) is a superlative adjective, so it can be eliminated.
 8. This is a language form question that tests your knowledge of syntax, or word order. The correct answer is (C) polar bears are excellent swimmers. The question requires a clause, which must have a subject followed by a verb. In the context of this passage, “polar bears” must be the subject. Answer choices (A) and (B) use word order that is not accurate or meaningful in English, so they are both incorrect. Answer choice (D) is the correct word order for the question but not a sentence or clause, so it is also incorrect.
 9. The correct answer is (A) tolerate. This is a language form question. This question tests your knowledge of verb tenses. The passage as a whole, and this question in particular, discusses the typical characteristics of polar bears, so simple present verbs are needed. Only answer choice (A) is in the simple present tense. Answer choice (B) is in the present progressive tense, so it is incorrect. Answer choice (C) is in the past simple tense, so it is also incorrect. Finally, answer choice (D) is incorrect because it is in the present perfect simple tense.

10. This is a language form question that tests your knowledge of noun forms that follow prepositions. The correct answer is (D) resting. Only answer choice (D) is a noun form. In this case, “resting” is a gerund. Answer choice (A) is an infinitive verb form; answer choice (B) is a clause; answer choice (C) is a present perfect verb form. Therefore, they are all incorrect.

Answer Key

Reading Sample Sets	
Question Number	Answer
1.	B
2.	C
3.	D
4.	D
5.	B
6.	A
7.	C
8.	D
9.	B
10.	A
11.	D
12.	D

Explanations for Reading Sample Sets

1. This is a factual information question. The correct answer is (B) Using the Internet. The information that you need to answer this question correctly is found under the “Registration Dates” heading and the “Term 1” dates above the first table. According to the “Registration Dates,” June 1 is the last day to register for term 1. Wednesday, June 1 is also the first day of classes for term 1. The only classes that begin on Wednesday, June 1, are Portuguese for Beginners and Using the Internet. Since Portuguese for Beginners is not one of the answer choices, the correct answer is (B) Using the Internet. Answer choice (A) is incorrect because Using Math in Sports begins on Thursday, June 2. Answer choices (C) and (D) are both courses scheduled for term 2, which begins after registration for that term is closed. Therefore, they are both incorrect answer choices.

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2. This is a factual information question. The correct answer is (C) Starting June 22. The information that you need to answer this question correctly is found under the “Registration Dates” heading. The Weather and Clouds course is scheduled for term 2, and registration for term 2 takes place from June 22 to June 27. Students, then, can register for the course starting June 22. Answer choice (A) is incorrect because there is no mention of the last day of the regular school year. Answer choice (B) is incorrect because it refers to registration for term 1. Finally, answer choice (D) refers to the information at the bottom of the announcement about canceled classes not registration for term 2. Therefore, it is also an incorrect answer choice.
 3. This is a factual information question. The correct answer is (D) Computers in Society and Chinese Culture. In order to answer the question correctly, you must look for courses whose times overlap or are the same. The class times for Chinese Culture and Computers in Society overlap because the former ends at 11:30 A.M. and the latter begins at 11:00 A.M. None of the class times mentioned in the other answer choices are the same or overlap, so they are all incorrect.
 4. This is a factual information question that asks you to determine on which of the four dates given that a Chinese Culture class will be held. The best way to correctly answer this question is to eliminate incorrect answer choices. Chinese Culture is in term 2, and June 21 falls in term 1. Therefore, answer choice (A) can be eliminated. June 29 is a Wednesday, and Chinese Culture classes are scheduled for Tuesdays and Thursdays only, so answer choice (B) is incorrect. According to the information at the bottom of the announcement, there are no classes at all on July 14, so answer choice (C) can also be eliminated. That leaves answer choice (D) July 21, which happens to be Thursday, and the last day of classes for term 2. Therefore, answer choice (D) is the correct answer.
 5. This is a main idea question. The passage begins by outlining the problem of foods attracting insects and goes on to explain one way that scientists are trying to solve the problem. Scientists are trying to find an odor that keeps insects away from the food, so they are trying to protect the food from insects. Therefore, the correct answer is (B) Ways of protecting food. There is no mention of cooking, so answer choice (A) is incorrect. Beetles are mentioned as part of an experiment; however, their behavior is not the focus of the passage, so answer choice (C) is incorrect. Finally, the passage is about odors, but not odors produced by insects, so answer choice (D) is also incorrect.
 6. This is a pronoun referent question. “One” refers to “odors” in the sentence “. . . scientists have been working with different odors in an attempt to find one strong enough to keep insects from going near food.” Because the pronoun is “one,” it refers to only *one* of the odors; therefore, the correct answer is (A) an odor. Answer choices (B) and (C) do not make sense in the context of the sentence, so they can be eliminated. And containers are not mentioned until much later in the passage, so (D) is also incorrect.

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7. This is an inference question. The author writes about scientists using strong smells, such as garlic and pine, to keep insects away, but says that “these smells might keep some people away too.” Therefore, it can be inferred that garlic and pine are also unpleasant odors to humans. The correct answer, then, is (C) They have an odor that can be unpleasant to people. The inferences made in the other answer choices are not supported by the information in the passage.
 8. This is a rhetorical purpose question. At the beginning of paragraph 2, the author writes: “There are a number of natural insect repellents.” Then the author goes on to give two examples of natural insect repellents, and eucalyptus is one of them. Therefore, the correct answer is (D) To give an example of a natural repellent. There is nothing in the passage about insects being attracted to certain plants, so answer choice (A) is incorrect. The author suggests that citronella is an effective repellent, which contradicts answer choice (B), so (B) must be incorrect. In addition, the author does not use any comparing words or phrases (such as “different from,” “unlike,” or “instead of”), so citronella is not compared with eucalyptus. Answer choice (C), then, is also incorrect.
 9. This is a negative fact question. It asks you to scan the passage, find each option, and decide whether it is mentioned as being unpleasant to insects. Answer choice (B) is part of the name “red flour beetle,” which was the type of insect used in the experiment with citronella oil. Flour is not mentioned as being unpleasant to insects, so answer choice (B) is correct. Answer choice (A) is mentioned at the beginning of paragraph 2, and it is said to be a “natural repellent.” Therefore, it is an incorrect answer choice. Answer choice (C) is mentioned in paragraph 1, and answer choice (D) is first mentioned in paragraph 2. Both garlic and citronella oil are said to be unpleasant to insects. Therefore, they can both be eliminated.
 10. This is a factual information question. The answer is clearly stated in the second paragraph of the passage: “Scientists sprayed cardboard boxes with citronella oil and noticed that the beetles did not enter those boxes.” Therefore, the correct answer is (A) Beetles avoided them. Answer choices (B) and (C) are not mentioned in the passage, so they are incorrect. Answer choice (D) contradicts what is said in the passage, so it is also incorrect.
 11. This is a vocabulary in context question. The correct answer is (D) goes away. This choice is supported by the surrounding context, which states that the odor of citronella oil “does not last very long” and that “after a few months” insects “no longer find it unpleasant.” These key phrases suggest that the odor “goes away” over time. Answer choices (A), (B), and (C) are not supported by the surrounding context.
 12. This is a factual information question. The answer is found in the final sentence of the passage, which clearly states that “scientists are still not sure whether it [citronella oil] can safely be used around food.” This sentence is paraphrased in the correct answer (D) How safe it is to use. Answer choice (A) is not mentioned in the passage. In addition, scientists know that citronella oil comes from lemongrass, so answer choice (B) is incorrect. Finally, answer choice (C) contradicts the information in the passage, so it is also incorrect.

Appendix C:

Listening Scripts for the Official Guide Practice Test

TRACK 5: TEST 1

(Narrator): Listen to a volleyball coach talking to her players.

(Woman): Thursday night's game is very important. We've got a lot of things to do in practice today to get prepared. And as you all know, Janet is still not feeling well and hasn't been in school all week, so she won't be able to play. Therefore, we'll have to choose a new captain for Thursday's game. Think about who you think would make a good team captain, and then we'll take a vote.

Question 1: What is probably true about Janet?

TRACK 6: TEST 2

(Narrator): Listen to an English teacher speaking to his class.

(Man): Good morning, students. Today, we'll be discussing an American writer and poet, Edgar Allan Poe. Before we talk about his life and the impact that his work had on nineteenth-century literature, I'm going to play a recording for you of one of his most famous poems, "Annabel Lee." So sit back and pay attention.

Question 2: What will the class probably do next?

TRACK 7: TEST 3

(Narrator): Listen to a teacher talking to a class.

(Woman): I know that some of you are nervous about our class presentations tomorrow. So I wanted to give you some last-minute tips on how to best prepare. When you practice at home, time yourself—if your presentation is too long, shorten it! It's very important not to try to cover all your material just by talking fast. If you speed through it, you'll lose the listeners. A good rule of thumb is better too short than too long! You might also get your parents or siblings to help you out. They can be your practice audience.

Question 3: What is the purpose of the talk?

TRACK 8: TEST 4

(Narrator): Listen to a science teacher talking to students in class.

(Man): Today's class will be a little different. I'm going to break you up into small groups to do a chemistry experiment. Before we get started, though, I want everyone to listen very carefully to my instructions. And I want you to write everything down, so get out some paper. There are several steps in this experiment, and it won't work if you don't follow them in exactly the right way. I'll explain what equipment you'll need and how to use it. You'll need to know how to prepare and handle the different materials, when to add them, and what to look for at each stage.

Question 4: What does the teacher instruct the students to do?

TRACK 9: TEST 5

(Narrator): Listen to a principal talking to a group of students.

(Man): For those of you planning to go on this weekend's camping trip, I'm passing out a list of what to bring and what not to bring. The trip is only for three days, and there's limited room on the buses taking us there. Remember, the less you bring, the better. On previous trips, the students found out that they brought many extra sets of clothes—and even some electronic gadgets—that they never needed or even had the time to use!

Question 5: Why is the principal talking to the students?

TRACK 10: TEST 6

(Narrator): Listen to an announcement on the school intercom.

(Woman): Attention all students: This is a reminder about the repairs being made to the driveway that goes to the front entrance to the school. Please remember that, beginning tomorrow morning when you come to school, all students will need to use one of the side entrances to enter the school building. Workers will be fixing cracks in the front driveway, and we are closing off that entrance to allow them to work. Notes were sent to everyone's parents telling them about this work, but if your parents drive you to school, please remind them. School buses will be stopping on the south side of the building. Students who walk to school should enter on the north side of the building. The work should take two to three days. We will let everyone know when it's been completed. Thank you.

Question 6: What is the subject of the announcement?

TRACK 11: TEST 7

(Narrator): Listen to a teacher talking to a group of students.

(Man): I know a lot of you have been having trouble finding information for your research projects. Some of you have already contacted me about arranging a field trip to the public library to look for books on your topic. I have spoken with the school principal, and she has arranged for a bus to take any interested students to the public library this afternoon. If you would like to go on this trip, please come see me before noon to sign up.

Question 7: What is the teacher mainly talking about?

TRACK 12: TEST 8

(Narrator): Listen to a teacher talking to a class at the end of a science lesson.

(Woman): Let me remind you again that tomorrow we'll be looking at samples of foods under the microscope. So please don't forget to bring in vegetables, fruits, bread, candy . . . anything you can think of. The more samples we have the better! Whatever your parents allow you to bring, we will analyze in our lab.

Question 8: What is the purpose of the talk?

TRACK 13: TEST 9

(Narrator): Listen to a bus driver talking to students on a field trip.

(Man): Before we leave, I have a favor to ask: No eating on the bus, OK? I don't allow eating on my bus because the seats are sure to get dirty. Even when students promise to be careful, I still find crumbs and wrappers. So if you have any snacks, cookies, or sandwiches, please put them in your bags and save them for when you get off the bus.

Question 9: What is the speaker's purpose?

TRACK 14: TEST 10

(Narrator): Listen to a teacher talking to a group of students on a school trip.

(Woman): I hope everyone enjoyed our tour of the box factory. Now, before we go to the park for lunch, I want to make sure we're all here. Why don't you all line up single file, and I'll check to make sure. We've got 27 students in the class; let's see if anyone's missing.

Question 10: What is the teacher probably going to do next?

TRACK 15: TEST 11–14

(Narrator): Listen to a conversation between a student and a librarian at school.

(Woman): Good morning. Welcome to the library. I'm Mrs. Washburn, the librarian. I usually know most of the students, but I don't think I've seen you before. Is this your first time in the library?

(Boy): Yes ma'am. I'm a new student. I've only been at Jefferson a week or so. I've been so busy with my classes that I haven't had the chance to come in here yet.

(Woman): Well, I'm glad you stopped by. Let me show you around. Now, you can access the Internet for research on the computers over there by the bookshelves, but there is a thirty-minute time limit per day.

(Boy): That's great. We weren't allowed to go on the Internet at all at my old school. The Internet will really help when I have to look stuff up for current events in social studies.

(Woman): Now, those machines in the middle of the room may look like regular computers, but they are actually electronic card catalogs. They'll tell you the location of anything in the library. Have you used electronic catalogs before?

(Boy): Yes, my old school had those, too. I used them all the time to find books and magazines I wanted to read. What I need to do right now is find a book by John Steinbeck for my literature class. What do I do if I need to check out books?

(Woman): You do have an ID card, don't you?

(Boy): Yes, it's right here. I just got it Monday.

(Woman): Good. You'll just need to show it at the front desk as you leave. You can keep books for two weeks. So why don't you go ahead and use the catalog to try to find that Steinbeck book?

(Boy): OK, I will. Thank you so much for your help.

(Narrator): Now answer the questions.

Question 11: What is the woman explaining to the boy?

Question 12: What does the boy say he did not have at his old school?

Question 13: What does the librarian imply when she says, "You do have an ID card, don't you?"

Question 14: What will the boy probably do next?

TRACK 16: TEST 15–18

(Narrator): Listen to a conversation between two friends at school.

(Girl): Hi, Michael! Where have you been? I've been looking for you. Why didn't you come to the cafeteria at lunchtime?

(Boy): Oh, I had to talk to Mr. Paulson, the art teacher. He really likes the painting I did last week in class. He even asked me if I want to enter it into an art competition.

(Girl): Wow, that's great. Are you going to do it?

(Boy): Well, first I want to make a few changes—you know, add some details I didn't have time for in class. Mr. Paulson said I should look at the rules of the competition, too.

(Girl): That's a good idea. Sometimes you can be disqualified from a competition even if you break a very small rule, so watch out.

(Boy): Right. I'll need to make sure my painting follows the rules exactly. So . . . did you want to ask me something at lunch?

(Girl): Yeah—I was wondering if you wanted to be my partner for the science project in Ms. Walters' class. I have a great idea for the topic we can do.

(Boy): Sure, that sounds good. When do you wanna get started?

(Girl): Well, I have time after school today. I was thinking about going to the library and starting to research our subject.

(Boy): OK. I'll meet you there, then.

(Narrator): Now answer the questions.

Question 15: Why was the boy not at the cafeteria?

Question 16: What does the girl imply about the rules of the competition?

Question 17: What does the girl ask the boy to do?

Question 18: What are the boy and girl probably going to do after school?

TRACK 17: TEST 19–22

(Narrator): Listen to a conversation between two students as they leave a classroom.

(Girl): Wow—that was a fun math class!

(Boy): Do you really think so? Mr. Watson lost me when he started talking about calculating the areas of circles and triangles. I just didn't get it.

(Girl): Yeah, that was hard. But after he showed us some examples, it all started to make sense. Like when he measured the volleyball and then calculated the volume? Then it was perfectly clear to me.

(Boy): By the time he pulled out the volleyball, I was already lost! He was just talking way too fast for me. I couldn't keep up. There's no way I'm going to be able to do the assignment for Friday's class.

(Girl): How about if we work on it together tonight? I could explain the concepts to you—and I promise I won't talk too fast!

(Boy): That'd be great—you're pretty good at explaining things. Oh, but I have basketball practice tonight! I can't miss practice—we have a big game on Saturday. What about right after school?

(Girl): That doesn't work for me—I've got a piano lesson. What about after school tomorrow? The assignment isn't due until Friday.

(Boy): Tomorrow's fine; I don't have practice until six-thirty.

(Girl): OK, let's walk over to the public library tomorrow after school. We can sign up for one of those private study rooms so we don't bother anyone.

(Boy): That sounds like a good idea.

(Girl): OK, see you then! Oh, and you know what? Why don't you bring your basketball along—it might come in handy!

(Narrator): Now answer the questions.

Question 19: Why does the girl talk about a volleyball?

Question 20: What is the boy's main complaint about the teacher?

Question 21: Why can't the boy work on the assignment with the girl tonight?

Question 22: What does the girl imply when she asks the boy to bring his basketball?

TRACK 18: TEST 23–26

(Narrator): Listen to a conversation between two students at school.

(Boy): Hey, Jenna. You're in Ms. Campbell's class, right?

(Girl): Yeah—I have her for science. Why?

(Boy): Did she say anything about the Unity Club in your class?

(Girl): Well, she's always telling us about activities and events around the school. Is that the club where people decorate the hallways with school colors and plan contests and stuff?

(Boy): No, that's Spirit Club.

(Girl): Oh, right. I get the names mixed up.

(Boy): Unity Club is the one where you do community service projects. Like, not in the school so much, but around town, or even in the city.

(Girl): Oh, yes! How could I forget? She said this week they're preparing signs and boxes for a pet-food collection. They're asking everyone to bring in donations for an animal shelter.

(Boy): Yes—that's the club. I heard about it . . . and that Ms. Campbell was the teacher in charge . . . but I don't know when they're meeting.

(Girl): Well, Ms. Campbell said in class that the first meeting's after school this Thursday, in her room. I'm sure they'll announce it Thursday morning during homeroom, though. They usually give reminders.

(Boy): Well, I need to know ahead of time so I can tell my mom I'll be home late.

(Girl): You know, that's a good point. We should suggest to the school that they make the announcement earlier in the week, to give people time to plan.

(Boy): Yes, let's do that. Anyhow, I'll be there. Are you thinking of going?

(Girl): Yeah. You'll like it—Ms. Campbell's really nice. But she's a hard science teacher!

(Boy): I've heard that all the science teachers are hard. Even the textbook's harder to read than last year's.

(Girl): Yeah! I thought the same thing! But at least we'll get to do some fun experiments this year.

(Narrator): Now answer the questions.

Question 23: What are the students mainly talking about?

Question 24: What does the girl forget?

Question 25: What will the students probably ask the school to do?

Question 26: What point do the students make about their science classes?

TRACK 19: TEST 27–30

(Narrator): Listen to a zookeeper talking to a class of students on a field trip.

(Man): In front of you, you can see an enclosure with wood rats. These animals are known for the unusual shelters that they build to hide in and protect themselves. These shelters provide a lot more protection than the simple holes in the ground that other rats live in. What’s amazing about wood rat shelters is they are actually just heaps of what you and I would consider garbage!

To build their shelters, wood rats go around looking for things like pieces of plants, little rocks . . . or anything that people might lose or throw away, like matches or coins. They drag these objects back to a secluded spot, where they build their junk-pile homes. Now, wood rats building a shelter don’t just randomly dump all the items into a pile. They actually use natural substances that help glue the things together, making the heap very hard to destroy.

These shelters really do offer great protection. For example, if a fox sees a rat heap, it’ll try and try, but it can’t get inside. The fox just can’t break in. The rat heap offers great protection from predators!

Incidentally, the workmanship of rat heaps makes them a good object of scientific study.

They are so well built that they can survive for a really long time. Believe it or not, some heaps that scientists have found date back to tens of thousands of years ago! The materials that make up these heaps are plants, nuts, and rocks that were gathered long ago. So by looking at an old heap, we can learn a lot about what plants grew in the region thousands of years ago! In fact, rat heaps are an excellent source of information about prehistoric plant life.

(Narrator): Now answer the questions.

Question 27: What is the talk mainly about?

Question 28: What would a wood rat probably do if it found a watch?

Question 29: Why does the speaker mention a fox?

Question 30: According to the teacher, why do scientists study rat shelters?

TRACK 20: TEST 31–34

(Narrator): Listen to a farmer talking to a group of students on a field trip to a dairy farm.

(Man): I'd like to welcome you all to my farm. If you look around, you'll see that I've got a lot of cows and goats, and they produce a lot of milk. I hope you all like milk or at least enjoy some milk products, like ice cream or yogurt. You'll have a chance to try some later.

Animal milk is a very convenient food, and it's been around for so long that many people think we've been drinking it forever. But it is not a very old food, and actually, some foods made from milk are much older. Some experts recently discovered that thousands of years ago, people did get milk from animals, but they didn't drink it. Instead, they used it to make cheese! I was very surprised to learn recently that on the most ancient pots there are traces of cheeses, but not plain milk. This shows that people first turned milk into cheese before they decided to use the milk itself as a food!

Early people were lucky to discover milk, because they needed a food supply they could always count on. Milk was a perfect food—rich in fat and other nutrients. And it was better than meat in terms of its availability. You see, meat was not something you could eat on a regular basis. If you owned only one animal and decided you wanted meat—well, you'd have meat for about a week or so, and that's it. So people just didn't have steady supplies of meat. But milk was different. Even if you only owned one goat, you wouldn't run out of milk because you could go on milking a goat pretty much every day, regardless of the season!

So how do we know that people relied heavily on milk? Well, we know that only female cows, sheep, or goats provide milk. And when archaeologists dig through the remains of old villages, they often find the bones of livestock that people kept. But they don't find bones of many male animals. Instead, they find mostly the remains of female animals. And that confirms that people kept the animals for their milk, not their meat.

Okay, now. Who's ready for some of those milk products I mentioned before? There's nothing like fresh ice cream! Let's head on over to the kitchen area and try some.

(Narrator): Now answer the questions.

Question 31: What is the talk mainly about?

Question 32: What does the speaker find surprising?

Question 33: Based on the talk, what was probably true about the milk supply in early human communities?

Question 34: Based on the talk, what is probably true about the first livestock herds kept by ancient people?

TRACK 21: TEST 35–38

(Narrator): Listen to a science teacher talking to his students.

(Man): Good morning, class. Yesterday we talked about the chapter you'd read in your textbook on climate. And at the very end of class, one of you—Cindy, I believe—asked a very interesting question . . . something like: How do scientists know what the climate was like thousands of years ago, before people started keeping records? Well, it's a good question, and it's not something covered in your textbook, so I wanted to talk about it. I'll give you two examples of indirect ways we can learn about past climates. The first example is by looking at trees—or more specifically, by examining the rings that we find in a tree trunk when we cut it down. As we learned earlier, most tree trunks form rings as the trees grow. In climates like ours, ones that have a distinct spring, summer, winter, and fall, a new ring forms each year. This happens because in the springtime, when temperatures get warmer and there's more rain, a tree can grow very quickly. But when there's less rain in the summer, followed by colder temperatures in fall and winter, the tree's growth will slow or even stop. These changes in growth rate are what cause rings to be visible on a tree trunk—a tree ring shows when the tree began a period of fast growth. But by comparing different rings, scientists can also see in which years the tree grew more or grew less—in other words, more rain and warmer temperatures one year would lead to a thicker ring. A thinner ring would mean conditions that year weren't as good for growth; less rain and cooler temperatures. Do you see how this makes sense?

Now, a second interesting way that scientists learn about ancient climates is from the shells of ancient shellfish. A shellfish, just like the ordinary clams we have today . . . it only lives for a few years. But the shells, or even just broken pieces of shells that shellfish leave behind, can last for ages. So how can we learn about the climate from old shells? Well, you see, the shell of a clam continues to grow the entire time that the animal is alive. But as it grows, the chemical makeup of the shell changes slightly whenever the water temperature changes. This happens even with very small changes in temperature. So, the first thing scientists do is determine the precise ages of ancient shells. Then, they use special instruments to scrape off extremely thin layers from the shells, and they analyze the chemicals in each small layer. From this analysis, scientists can tell us not just about climate changes from year to year, but within a single year—even within a month or week!

(Narrator): Now answer the questions.

Question 35: What is the teacher mainly talking about?

Question 36: Based on the talk, what aspect of the tree's rings would a climate scientist be interested in?

Question 37: How do scientists learn about climate from shells?

Question 38: What is different about the information given by the shells?

TRACK 22: TEST 39–42

(Narrator): Listen to part of a discussion with a guest speaker in a history class.

(Woman): We're very lucky to have with us today Mr. Alex Parker. Mr. Parker is an architect who specializes in designing skyscrapers, those multistory buildings that climb to the clouds. Let me start off with a question for our guest. Mr. Parker, why didn't people build forty- or fifty-story buildings hundreds of years ago? Why is it that skyscrapers only started appearing relatively recently?

(Man): That's because the right technology wasn't available until relatively recently. You see, the first large buildings were made of bricks or stone. If you tried to build a fifty-floor building using bricks—well, the bricks in the lower floors would crumble under all that weight. Building higher up became possible in the late 1800s when builders began to use steel. Steel is much stronger than brick—it can support a building of many more floors than just fifty. All of today's tallest skyscrapers are made with steel.

(Girl): I have a question. How is steel used in skyscrapers? To build the walls?

(Man): Not exactly. Steel is used to make the skeleton—the interior frame—of a building. It is this skeleton that supports the whole building. Before steel was used, the outer walls held a building together. With this new technology, the outer walls do not have to support much weight. These outer walls that do not support weight are called curtain walls.

(Boy): So we can imagine that modern buildings are like animals. Their skeletons are responsible for carrying the entire body. The rest of the body hangs on the skeleton. And the curtain walls are like the skin, right?

(Man): That's a very good analogy. And as you may have noticed, one difference between modern and old buildings is that modern ones often have large windows. In fact, entire curtain walls can be made of glass.

(Narrator): Now answer the questions.

Question 39: What is the speaker mainly talking about?

Question 40: According to the discussion, what is the major advantage that steel has over bricks?

Question 41: Why does the boy talk about animals?

Question 42: What are the curtain walls of a building?

Appendix D:

Answer Keys and Explanations for the Official Guide Practice Test

Answer Key

PART ONE: Listening Comprehension Section			
Question Number	Answer	Question Number	Answer
1.	A	22.	A
2.	A	23.	C
3.	C	24.	A
4.	C	25.	B
5.	B	26.	B
6.	B	27.	A
7.	B	28.	D
8.	D	29.	C
9.	A	30.	D
10.	A	31.	B
11.	A	32.	A
12.	B	33.	A
13.	B	34.	D
14.	D	35.	D
15.	D	36.	A
16.	B	37.	C
17.	B	38.	A
18.	A	39.	D
19.	C	40.	B
20.	A	41.	C
21.	B	42.	A

Explanations for PART ONE

1. This is an inference question. The correct answer is (A) She is the team captain. Although the coach does not directly state that Janet is the captain, the coach says that a new captain must be selected because Janet is sick. Therefore, it can be inferred that Janet is the team captain. The coach tells the team that Janet is still sick, so answer choices (B) and (D) are incorrect. There is no mention of Janet being a new member of the team, so answer choice (C) is also incorrect.
2. This is a prediction question. The teacher says that he is going to play a recording of a famous poem, so the correct answer is (A) Listen to a famous poem. Although the students will have a discussion, they will be discussing poetry rather than history, so answer choice (B) can be eliminated. The teacher mentions an author but does not say anything about reading about the author's life, so answer choice (C) is also incorrect. Finally, the teacher does not give the students a writing assignment, so answer choice (D) can be eliminated.
3. This is a speaker's purpose question. The teacher is advising the students about how to make their presentations, so the correct answer is (C) To give students advice on speaking in front of people. No school event is mentioned, so answer choice (A) is incorrect. The teacher does not discuss homework or inviting families to the school, so answer choices (B) and (D) are also incorrect.
4. This is a main idea question. The teacher is telling the students to write down instructions for an experiment, so the correct answer is (C) Take notes as he gives them instructions. Although the students are writing, they are not making a list, so answer choice (A) is incorrect. Repeating the experiment and cleaning the equipment are not mentioned, so answer choices (B) and (D) are both incorrect.
5. This is a speaker's purpose question. The principal is telling the students why they should not pack too many things for a class trip, so the correct answer is (B) To warn them not to pack too much for a trip. The principal is not apologizing to the students; therefore, answer choice (A) can be eliminated. The principal is not reminding students to get permission, so answer choice (C) is also incorrect. Finally, the principal makes no mention of behaving properly, so answer choice (D) can be eliminated.
6. This is a main idea question. Throughout the announcement, the speaker discusses the effects of school repairs, so the correct answer is (B) Repairs being made at the entrance of the school. There is no mention of student safety, so answer choice (C) is incorrect. Both "buses" and "buildings" are mentioned multiple times in the announcement, but there is no information about a parent meeting or a new building, so answer choices (A) and (D) are incorrect.
7. This is a main idea question. The teacher is talking about taking a field trip to the public library so students can do research there. Therefore, the correct answer is (B) A special trip to the public library. Although the teacher mentions "research," he does not talk about how to do research or a research deadline, so answer choices (A) and (C) are incorrect. The teacher talks about going to the library but does not mention different ways to get there, so answer choice (D) is also incorrect.

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8. This is a speaker's purpose question. The teacher is telling the students what they should bring to class for a science experiment, so the correct answer is (D) To remind students what to bring to class. The teacher discusses bringing food but doesn't warn the students about eating the food in class, so answer choice (B) is incorrect. Vegetables are mentioned, but the teacher doesn't say anything about a trip to a garden, so answer choice (A) is incorrect. The teacher talks about using a microscope but doesn't show the students how to use a microscope, so answer choice (C) is also incorrect.
 9. This is a speaker's purpose question. The bus driver is talking about why eating is not allowed on the bus, so the correct answer is (A) To ask students not to eat on the bus. The driver mentions "food" but does not tell students where to find it, so answer choice (B) is incorrect. There is no mention of washing the bus, so answer choice (C) is incorrect. Finally, the driver mentions "getting off the bus" but does not explain that procedure, so answer choice (D) is incorrect.
 10. This is a prediction question. The teacher says, "I want to make sure we're all here," which suggests that she is going to do something to ensure that all students are present. She then mentions the number of students in the class, which suggests that soon after she will count the students to make sure that no student is missing. Therefore, the correct answer is (A) Count the students. The teacher does say a number, but it is not a telephone number, so answer choice (B) is incorrect. The teacher begins the talk by saying that she hopes the students enjoyed the box factory tour, which suggests that the tour has just finished. She does not mention any plan to return to the box factory, so answer choice (C) is incorrect. The teacher tells the students that they are going to eat lunch in the park but does not say anything about ordering lunch for the students, so answer choice (D) is also incorrect.
 11. This is a main idea question. This is the boy's first time in the library, so the librarian is telling him what the library has to offer. During the conversation, the librarian explains to the boy how to check out books. Therefore, the correct answer is (A) How to use the library. Answer choice (B) is incorrect because the librarian makes no mention of purchasing books. The librarian tells the boy where to find things in the library but does not talk about how to find classes, so answer choice (C) is also incorrect. Finally, neither the librarian nor the boy discusses signing up for activities, so answer choice (D) is incorrect.
 12. This is a detail question. The boy explicitly states that the students were never allowed to use the Internet at his old school, so the correct answer choice is (B) Internet access. The boy and the librarian discuss finding books but make no mention of maps, so answer choice (A) is incorrect. The boy never talks about the librarians in his old school, so answer choice (C) is incorrect. The boy clearly states that his old school had an electronic card catalog system, so answer choice (D) is also incorrect.

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13. This is a pragmatic meaning question. The librarian emphasizes the word “do” and then adds the extra question at the end to imply that the boy may not know he needs an ID card. Therefore, the correct answer is (B) The boy might not realize that he needs an ID card. She has never met the boy before, so answer choice (A) cannot be correct. The boy is already in the library when the conversation starts, so answer choice (C) can be eliminated. Finally, the history of ID cards is not mentioned, so answer choice (D) can also be eliminated.
14. This is a prediction question. At the very end of the conversation, the librarian tells the boy to use the electronic card catalog to find a specific book. The boy says “OK, I will,” which means this will most likely be the next thing that he does. Therefore, the correct answer choice is (D) Use the electronic card catalog to find a book. The boy asks about finding a book for his literature class, but makes no mention of going to his literature class, so answer choice (A) is incorrect. Although it is clear that the boy has a report to write about John Steinbeck, the boy is in only the early research stages and is not likely ready to write the report yet, so answer choice (B) is incorrect. The boy is clearly going to start doing some research, but it is for a literature class and not for a social studies class, so answer choice (C) is also incorrect.
15. This is a main idea question. The main subject of the conversation concerns the boy speaking with his teacher about a contest, so the correct answer choice is (D) He needed to speak to a teacher. The boy does not mention being sick, so answer choice (A) is incorrect. The boy is talking about a project for an art competition, but he was not at an art competition, nor was he working on an art project, so answer choices (B) and (C) are both incorrect.
16. This is an inference question. The girl mentions the possibility of being disqualified from the competition for breaking a small rule, which implies that the rules of the competition must be followed strictly. Therefore, the correct answer is (B) They are followed strictly. The number of rules is not mentioned, so answer choice (A) is incorrect. The girl seems to be quite familiar with the rules, which implies that they are not hard to find and that they do not change every year, so answer choices (C) and (D) are both incorrect.
17. This is a detail question. The girl was hoping to meet the boy in the cafeteria to ask him to work on a science project with her, so the correct answer is (B) Work with her on a school assignment. Although the boy is talking about an art teacher, the girl makes no mention of taking an art class, so answer choice (A) can be eliminated. The girl does not try to change the appointment in the cafeteria, so answer choice (C) is also incorrect. Finally, the girl does not express any interest in participating in the art contest, so answer choice (D) can also be eliminated.
18. This is a prediction question. The last thing the girl mentions is starting to do research in the library for the project she will work on with the boy. The boy agrees to meet her there. Therefore, the correct answer is (A) Meet at the library. There is no mention of a club meeting or a sports game, so answer choices (B) and (C) are incorrect. A science project is discussed, but the boy and girl never mention talking to a science teacher, so answer choice (D) is also incorrect.

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19. This is a rhetorical device question. The question asks why the girl is talking about a volleyball. The girl mentions the volleyball to give an example of how the teacher used it to explain volume more clearly to the class. Therefore, the correct answer is (C) To give an example of how the teacher clarified a point. Although the boy talks about basketball practice, the girl's reference to a volleyball was not at all related to sports, so answer choices (A), (B), and (D) are all incorrect.
20. This is a detail question. The boy tells the girl that he could not follow Mr. Watson's lesson because he was speaking too fast, so the correct answer is (A) He talks too fast. The boy never says anything about how long the teacher's explanations are, so answer choice (B) is incorrect. When the girl praises Mr. Watson's volleyball example, the boy does not say anything to suggest that he disagrees with her, so answer choice (C) must also be incorrect. Finally, the boy's problem with the assignment is not the time given to finish it but that he does not understand its content. Therefore, answer choice (D) is incorrect.
21. This is a detail question. The boy tells the girl that he has basketball practice tonight, so the correct answer is (B) He has basketball practice. The girl says she has a piano lesson after school, but the boy does not say anything about piano lessons, making answer choice (A) incorrect. There is no mention of a geometry test, only a geometry assignment, so answer choice (C) is incorrect. Finally, the boy and girl decide to meet in the library, but the boy says nothing about returning a library book, so answer choice (D) is incorrect.
22. This is an inference question. The girl tells the boy at the beginning of the conversation that the lesson became clear when the teacher used the volleyball to explain volume. Therefore, it can be inferred that she wants the boy to bring the basketball so she can use it to explain volume to the boy. The correct answer is (A) She will use the basketball to help the boy learn math. There is no mention about using a basketball on the way to the library, so answer choice (B) is incorrect. The girl does not say she plays basketball or that she is interested in the game, so answer choices (C) and (D) are incorrect.
23. This is a main idea question. The main topic of the conversation is the Unity Club that is run by the girl's teacher, so the correct answer is (C) A club that is led by the girl's teacher. The boy is interested in the Unity Club but does not bring up new ideas for a club, so answer choice (A) is incorrect. The boy is asking questions about a club meeting that he would like to attend, but he has never attended it before, so answer choice (B) is also incorrect. Finally, the boy and girl discuss science teachers but never talk about a science club, so answer choice (D) is incorrect.
24. This is a detail question. The girl has trouble remembering the name and activities of the Unity Club at the beginning of the conversation and clearly states that she mixes up club names, so the correct choice is (A) The name of a club. The girl does not say anything about the leader of a club, so answer choice (B) is incorrect. Also, the girl clearly states when and where the club meets, so answer choices (C) and (D) are incorrect.

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25. This is an inference question. The boy mentions that he would appreciate earlier announcements about school club meetings, so the girl suggests speaking to someone at the school about doing just that. Therefore, the correct answer is (B) Announce club meetings earlier. The girl and boy do not mention offering more clubs, allowing clubs to meet more often, or giving students lists of the clubs, so choices (A), (C), and (D) are all incorrect.
26. This is a detail question. The girl and boy finish their conversation by discussing the difficulty of their science classes. The boy specifically says that even the textbook is more difficult this year than in previous years, so the correct answer is (B) The classes are more difficult than they expected. Neither science homework nor a science club is mentioned in the conversation, so answer choices (A) and (C) are incorrect. Finally, the boy does not have Ms. Campbell as a science teacher, so answer choice (D) is also incorrect.
27. This is a main idea question. The entire talk is about the characteristics of wood rat shelters, so the correct answer is (A) Structures built by a kind of rat. The zookeeper focuses on the structures wood rats build and not on why they do or do not like to live near humans, so answer choice (B) is incorrect. Answer choice (C) contradicts the talk, as the shelters built by wood rats are constructed above ground and not in holes. Finally, answer choice (D) is an incorrect statement because wood rats do not live in wooden shelters but rather construct their shelters from different objects.
28. This is an inference question. The zookeeper explains how wood rats take objects that they find—objects that people throw away or lose—and use them in the construction of their shelters. It can be inferred, then, that if a wood rat found a watch, it would use the watch as part of its shelter. Therefore, the correct answer is (D) Use it to build its home. There is nothing in the zookeeper’s talk to suggest that the wood rat might break a watch into pieces, so answer choice (A) is an incorrect inference. Likewise, the zookeeper says nothing to suggest that a wood rat would bury a watch if it found one or give it to another rat. Therefore, answer choices (B) and (C) are both incorrect inferences.
29. This is a rhetorical device question. It asks why the zookeeper is talking about a fox. The zookeeper mentions a fox to show that even an intelligent and larger animal like a fox cannot enter a wood rat structure, so the correct answer is (C) To emphasize the amount of protection a rat shelter provides. The zookeeper never mentions the fox’s shelter or the wood rat’s personality, so answer choices (A) and (B) are both incorrect. Although the zookeeper mentions scientists, he does not state that a fox is another animal that scientists often study, so answer choice (D) is incorrect.
30. This is a detail question. At the end of the talk, the zookeeper states that rat shelters often exist for a long period of time, so studying rat shelters gives scientists a lot of information about plants from many years ago. Therefore, the correct choice is (D) To find out what plants existed in the past. Although scientists might study rat shelters to learn more about how wood rats live and what they eat, the zookeeper does not mention this in the talk, so answer choices (A) and (C) are incorrect. Also, the zookeeper does not discuss copying the design of a rat shelter, so answer choice (B) is incorrect.

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31. This is a main idea question. The speaker is talking to a group of students at a dairy farm and is giving some background information on the history of milk, so the correct answer is (B) The origins of one of the oldest foods. The speaker never mentions how cheese was first produced or how ancient people found food, so choices (A) and (C) are incorrect. Neither does the speaker specifically talk about where ancient people were found to drink milk, so answer choice (D) is also incorrect.
32. This a detail question. The speaker specifically states that he was surprised to hear that ancient people consumed cheese before milk, so the correct answer is (A) That milk was first used in the form of cheese. According to the speaker, ancient milk was “rich in fat,” which is the opposite of “little fat,” so answer choice (B) can be eliminated. The speaker states that ancient people did not have a large supply of meat but not that ancient people preferred consuming milk to meat, so answer choice (C) is also incorrect. While the speaker does mention the milk of more than one animal, the fact that ancient people used different types of milk is not surprising to the speaker, so choice (D) is incorrect.
33. This is an inference question. The speaker compares milk and meat and states that meat was not readily available in ancient times. However, ancient people could keep animals around to always have a supply of milk, so the correct answer is (A) It was steady and dependable. While the speaker does mention different animals that supply humans with milk, he does not talk about the supply of milk differing depending on the animal, so answer choice (B) is incorrect. Answer choices (C) and (D) directly contradict what the speaker says about ancient people counting on milk as a dependable food source, so they cannot be correct answer choices.
34. This is an inference question. The speaker says scientists know that ancient people kept livestock for milk because most of the remains found are those of females, so the correct answer is (D) They consisted mostly of females. Answer choice (A) contradicts what the speaker says about ancient people always having a steady supply of milk, so it is not a correct inference. The speaker implies that ancient people did not keep a large supply of livestock, and choice (B) states the opposite, so it is incorrect. Finally, the speaker does not discuss livestock management at all, so answer choice (C) is an incorrect inference.
35. This is a main idea question. Throughout the talk, the teacher provides examples that illustrate how scientists understand ancient climate. Therefore, the correct answer is (D) How scientists can determine what ancient climates were like. The teacher does not say why or where scientists study ancient climates, so answer choices (A) and (B) are incorrect. Neither does the teacher specifically discuss ancient oceans, so answer choice (C) is also incorrect.

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36. This is a detail question. The teacher says that a tree's rings change in thickness depending on the growth of the tree and that tree growth is related to climate. Therefore, the thickness of a tree's rings tells scientists something about the climate. The correct answer, then, is (A) How thick they are. The teacher does not mention the color of the tree rings or how many of them are found in a tree trunk, so answer choices (B) and (D) are incorrect. And while the thickness of a tree's rings is affected by the amount of water the tree receives, tree rings themselves do not actually hold water, so answer choice (C) is also incorrect.
37. This is a detail question. The teacher explains that the chemicals in shells change depending on the climate, so the correct answer is (C) By studying the chemicals found in the shells. The teacher does not mention the hardness or color of the shells, so answer choices (A) and (D) are incorrect. The teacher does not discuss comparing shells found in different places, so answer choice (B) is also incorrect.
38. This is a detail question. At the end of the talk, the teacher discusses how shells offer very detailed information about climate. Therefore, the correct answer is (A) It tells scientists about specific periods of time. Answer choices (B) and (D) cannot be correct because they directly contradict what the speaker says about the detailed information that shells can give scientists. In addition, the speaker does not mention anything about scientists having difficulty interpreting the information found in shells, so answer choice (C) is also incorrect.
39. This is a main idea question. The guest speaker is mainly discussing the importance of using steel in construction and how the use of steel led to the construction of taller buildings. The correct answer, then, is (D) How it became possible to construct tall buildings. The speaker does not talk about the specific location of tall buildings, so answer choice (A) is incorrect. While the speaker does discuss constructing very tall buildings, the reason for doing so is never mentioned, so answer choice (B) is incorrect. Finally, the speaker talks about bricks as a popular building material but does not focus on the time period when this was the case, so answer choice (C) is incorrect.
40. This is a detail question. This detail relates to the central theme of the talk. The speaker argues that steel is a better building material than brick because it can support the weight of more floors, so the correct answer is (B) Steel is stronger. The cost and weight of building materials is never mentioned, so answer choices (A) and (D) are incorrect. Finally, the look of building materials is not discussed, so answer choice (C) is also incorrect.
41. This is a rhetorical device question. The question asks why the boy mentions animals. In order to make sure that he understands what the speaker is saying, the boy compares the structure of buildings to the body of an animal, so the correct answer is (C) To compare the structure of modern buildings to the body of an animal. The boy is not suggesting that tall buildings have any effect on the environment, so answer choice (A) is incorrect. The boy is not trying to say that animals were used in early construction projects, so answer choice (B) is incorrect. Finally, the boy says nothing about using animal skins in construction, so answer choice (D) is also incorrect.

42. This is a detail question. It asks about a specific concept introduced in the talk. The speaker describes curtain walls as the outer layer of a building, and then the boy compares curtain walls to skin, so the correct answer is (A) Outer walls that support little weight. While discussing curtain walls, the speaker never mentions bricks, so answer choice (B) can be eliminated. The speaker does not suggest that walls on the lower floors are any different from walls on the upper floors, so answer choice (C) is incorrect. Answer choice (D) directly contradicts the definition of a curtain wall, so it cannot be correct.

Answer Key

PART TWO: Language Form and Meaning Section			
Question Number	Answer	Question Number	Answer
1.	D	22.	D
2.	C	23.	A
3.	B	24.	A
4.	D	25.	B
5.	A	26.	A
6.	D	27.	C
7.	C	28.	B
8.	B	29.	A
9.	C	30.	A
10.	D	31.	A
11.	A	32.	C
12.	A	33.	B
13.	A	34.	C
14.	D	35.	B
15.	D	36.	D
16.	A	37.	B
17.	D	38.	A
18.	C	39.	A
19.	B	40.	D
20.	C	41.	C
21.	C	42.	C

Explanations for PART TWO

1. This is a language form question. The correct answer is (D) will be selling. The phrase “this Friday” indicates that the action in the sentence will take place in the future. Answer choice (D) is the only choice that indicates a future time. Answer choices (A), (B), and (C) are the wrong verb tense. Also, answer choice (C) is in the passive voice, which is incorrect. “Mr. Clarkson’s class” is the subject, and the agent, of the verb. The object of the verb is “cookies, pies, and other baked goods.” Therefore, the verb must be in the active voice.
2. This is a language meaning question. The correct answer is (C) by. The adjective “homemade” is typically followed by the preposition “by” to form an adjective phrase indicating who or what has created something. In this case, the students made the desserts. Answer choices (A), (B), and (D) do not communicate the correct meaning or relationship in the sentence between the desserts and the students. Therefore, they are all incorrect.
3. This is a language meaning question. The correct answer is (B) convenience, which means “ease.” In this sentence, the sales table is located in a place that is easy for all students to find. The other answer choices do not communicate the correct meaning in this sentence. Therefore, they are all incorrect.
4. This is a language form question. The correct answer is (D) everyone who visits. The preposition “to” in this sentence must be followed by an object, which must be a noun or pronoun. Answer choice (D) is the only answer choice that contains a correct object form. The object is the pronoun “everyone,” which is modified by the relative clause “who visits.” Together they form the noun phrase “everyone who visits.” Answer choice (A) cannot act as an object in the structure of this particular sentence. And although answer choices (B) and (C) both begin with a noun and a pronoun, the noun phrases they form are not meaningful in the context of the sentence.
5. This is a language form question. The correct answer is (A) To perform, which is an infinitive verb form. An infinitive can be used to communicate a purpose. Answer choices (B), (C), and (D) are forms of the verb “perform” that do not communicate a purpose related to the experiment, which is the intended meaning in the sentence. Therefore, they are all incorrect.
6. This is a language form question. The correct answer is (D) best, which is the superlative adjective form of “good.” The sentence is meant to convey the idea that there is one most effective way to prepare to do an experiment. Only answer choice (D) conveys that idea. Answer choices (A) and (B) are comparative adjective forms, and answer choice (C) is a grammatically incorrect expression of the superlative adjective form. Therefore, they are incorrect.
7. This is a language meaning question. The correct answer is (C) label, which means “to put a name on something.” In this case, students will put a name on the glass containers. Answer choices (A), (B), and (D) are not meaningful in the sentence.

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8. This is a language form question. The correct answer is (B) what you learn. The phrasal verb “write down” requires an object and (B) is the only answer choice that can function as an object. The phrase “what you learn” is a both a noun phrase and a relative clause, and it functions as the object of “write down.” Answer choices (A) and (D) are verb phrases, and answer choice (C) is an independent clause. Therefore, they are incorrect.
 9. This is a language meaning question. The correct answer is (C) for. It is common to say that it is “all right for *someone* to *do* something.” In this sentence, it is “all right for *students* to *send* you an e-mail.” The phrase “all right” (which has the same meaning as “OK”) is typically followed by a prepositional phrase. However, when the prepositional phrase has a subject, such as “students,” then the preposition “for” must begin the prepositional phrase. Answer choices (A), (B), and (D) are prepositions, but they do not convey the intended meaning of the sentence. Therefore, they are all incorrect.
 10. This is a language form question. The correct answer is (D) several. All four answer choices are adjectives/quantifiers. But only answer choice (D) uses the correct grammatical form. Answer choice (A) is not correct in this positive, declarative sentence. Answer choice (B) must be followed by the word “of” in this context. Answer choice (C) is used only with noncount nouns. Therefore, they are incorrect.
 11. This is a language form question. The correct answer is (A) a short research paper. The preposition “for” in this sentence must be followed by a noun phrase. Only answer choice (A) contains a noun phrase that fits in the context. Answer choices (B), (C), and (D) are full, independent clauses. Therefore, they are all incorrect.
 12. This is a language form question. The correct answer is (A) covers. The sentence requires a simple present verb in the third person singular that agrees with “that,” the subject of the relative clause. Answer choices (B), (C), and (D) use forms or tenses that are incorrect in the sentence. Therefore, they are all incorrect.
 13. This is a language meaning question. The correct answer is (A) often, which means “many times” or “repeatedly.” The intended meaning of the sentence is that many times when T-shirts are created, they have pictures on them. Answer choices (B), (C), and (D) are not meaningful in the sentence. Therefore, they are all incorrect.
 14. This is a language form question. The correct answer is (D) very different from. Only answer choice (D) correctly uses the basic adjective form of the word “different” in the context of this sentence. The adjective “different” is typically followed by the preposition “from.” Answer choice (A) is a comparative adjective phrase, answer choice (B) is a superlative adjective phrase, and answer choice (C) is an adverb form. They are all incorrect.
 15. This is a language meaning question. The correct answer is (D) printed. The first T-shirts had no designs copied onto them. Answer choices (A), (B), and (C) are not meaningful in the sentence. Therefore, they are all incorrect.

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16. This is a language form question. The correct answer is (A) If not covered. This adverbial phrase could also be written as “If they were not covered.” Only answer choice (A) contains a correct adverbial structure (an “if” clause) to complete this conditional sentence. Answer choices (B), (C), and (D) do not contain correct structures for a conditional sentence and are therefore incorrect.
17. This is a language form question. The correct answer is (D) because of, which is a conjunction. The sentence requires a conjunctive word or phrase to help readers understand the cause-and-effect relationship between the popularity of a movie actor and the growing popularity of T-shirts in mainstream culture. Answer choices (A), (B), and (C) do not contain structures that convey this relationship. Therefore, they are all incorrect.
18. This is a language form question. The correct answer is (C) Wearing, which is a gerund, or noun form. “Wearing just a simple T-shirt” is the subject of the verb “became recognized.” Answer choices (A) and (B) are incorrect grammatical forms for the sentence. Answer choice (D) is an incorrect gerund form, so it can be eliminated.
19. This is a language form question. The correct answer is (B) an international performance. This noun phrase functions as a predicate nominative, which describes the subject of the sentence, “A spectacular highlight,” also a noun phrase. Answer choices (A) and (C) are incorrect verb forms for describing the subject of the sentence. Answer choice (D) is a gerund phrase, but it does not convey the intended meaning of the sentence, so it is also an incorrect answer choice.
20. This is a language form question. The correct answer is (C) leaving their respective countries, which is a gerund, or noun form. The preposition “without” must be followed by a noun form. Answer choices (A) and (D) are incorrect because they are verb forms. Answer choice (B) is incorrect because it is an independent clause.
21. This is a language form question. The correct answer is (C) had to overcome, which is an active, simple past, modal verb phrase. The context of the article makes it clear that the action happened in the past (“1998”). Also, the subject of the sentence, “the organizers,” requires an active verb. The correct answer, then, must be a past simple verb in the active voice. Answer choices (A), (B), and (D) contain grammatical structures that do not convey the intended meaning of the sentence. Therefore, they are all incorrect.
22. This is a language meaning question. The correct answer is (D) transmissions, which means “data or information.” In other words, the satellite carried information. Answer choices (A), (B), and (C) do not convey the intended meaning of the sentence, so they are all incorrect.
23. This is a language form question. The correct answer is (A) later than, the comparative form of the adjective “late.” The sentence compares the arrival of the sound signals from South Africa and China. Only choice (A) provides a comparative form. Answer choices (B), (C), and (D) use grammatical structures that do not convey the intended meaning of the sentence. Therefore, they are all incorrect.

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24. This is a language form question. The correct answer is (A) so, an intensifier adverb that modifies the adverb “well.” The adverb “so” conveys a cause-and-effect relationship. For example, the sentence “It was so hot that no one went outside” means that the heat caused people to stay inside. Answer choices (B), (C), and (D) do not convey a pure cause-and-effect relationship, so they are all incorrect.
25. This is a language form question. The correct answer is (B) were not shown on television. This question tests your knowledge of the syntax, or correct word order, of a sentence. In this case, the sentence requires a past simple verb in the passive voice. Only answer (B) conveys a meaningful word order. Answer choices (A), (C), and (D) have no meaning in English. Therefore, they are all incorrect.
26. This is a language meaning question. The correct answer is (A) Once, which means “after” in this context. Answer choices (B), (C), and (D) are not correct because they do not convey the correct sequence of events in the sentence.
27. This is a language form question. The correct answer is (C) each, which in this case is acting as a determiner defining the varieties of Dyrirbal. Answer choices (A), (B), and (D) are different parts of speech that do not convey the intended meaning of the sentence. Therefore, they are all incorrect.
28. This is a language form question. The correct answer is (B) depending, part of the adverb phrase “depending on,” which modifies the verb “used.” Answer choices (A), (C), and (D) use forms of the word “depend” that do not convey the intended meaning of the sentence, so they are all incorrect.
29. This is a language form question. The correct answer is (A) used, a past simple active verb. The other answer choices are incorrect because they are not a form of “use” that conveys the intended meaning of the sentence. Answer choice (B) is a present participle, which does not take a subject. Answer choice (C) is in the present perfect tense, but the context of the text is set completely in the past. Answer choice (D) is a passive verb and therefore incorrect.
30. This is a language form question. The correct answer is (A) they would switch to. This question tests your knowledge of syntax, or word order. In this case, the order of subject + modal + verb + preposition correctly conveys the idea that Dyrirbal speakers switched to a different variety of the language when speaking to certain family members. Answer choices (B), (C), and (D) contain syntax that is not meaningful in the context of the sentence.
31. This is a language form question. The correct answer is (A) stress. The base form of a verb follows a modal verb like “should.” Answer choices (B), (C), and (D) use verb forms that cannot follow a modal verb. Therefore, they are all incorrect.
32. This is a language form question. The correct answer is (C) in which. This is a prepositional phrase containing the relative pronoun “which.” The relative pronoun refers to the phrase “familiar scenario” in the same sentence. The word “scenario” is used with the preposition “in.” Therefore, “in” must also be used with the relative pronoun that refers to “scenario.” Answer choices (A), (B), and (D) do not use the correct relative pronoun or the correct preposition + relative pronoun combination.

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33. This is a language form question. The correct answer is (B) sounded, which is a past participle and part of the relative clause “what sounded like.” Answer choices (A), (C), and (D) are the simple present verb, the present participle, and the infinitive of the verb “sound.” They are the wrong forms of the verb in this grammatical context, and therefore they are all incorrect.
34. This is a language meaning question. The correct answer is (C) within, which is a preposition meaning “inside” in this context. Answer choices (A), (B), and (D) are prepositions, but they do not convey the intended meaning of the sentence and are therefore incorrect.
35. This is a language form question. The correct answer is (B) used. In this context, “used” is part of the passive relative clause construction “that is used.” This sentence could also be written as “An aqueduct is a waterway *that is used* for delivering water to areas with little rainfall.” However, it is common in English to reduce relative clauses to just the participle by dropping the relative pronoun, in this case “that.” Answer choice (A) is the base form; answer choice (C) is the present participle; and answer choice (D) is the infinitive verb form. None of these correctly complete the relative clause construction, so they are all incorrect answer choices.
36. This is a language form question. The correct answer is (D) which are dug. This is a passive relative clause that modifies or describes the noun “canals” in the same sentence. Answer choice (A) is a present participle; answer choice (B) is an active relative clause; and answer choice (C) is a clause. None of these forms a meaningful relative clause that modifies “canals” in this sentence. Therefore, they are all incorrect.
37. This is a language form question. The correct answer is (B) so that, which functions here as a conjunction. It provides a connection between the start point and end point of the aqueducts. Specifically, the phrase “so that” helps readers understand the reason that the aqueduct needs a start point and end point. Answer choices (A) and (D) convey incorrect meanings. Answer choice (C) uses an incorrect conjunction form.
38. This is a language form question. The correct answer is (A) can be found. This is a passive modal verb phrase. This sentence could be rewritten in the active voice as “People can find ancient aqueducts all over the world.” Answer choice (B) is a passive infinitive verb phrase; answer choice (C) is the present perfect verb tense; and answer choice (D) is an active modal verb phrase. None of these answer choices use grammatical forms that convey the intended meaning of the sentence. Therefore, they are all incorrect.
39. This is a language form question. The correct answer is (A) the same type of structure. This is a noun phrase functioning as the subject of the passive verb “was built.” Answer choices (B), (C), and (D) cannot be used correctly as the subject of the verb “was built.” Therefore, they are all incorrect.
40. This is a language meaning question. The correct answer is (D) quite, which means “very” in this context. Answer choices (A), (B), and (C) are also modifiers, but they are not meaningful in combination with the adjective “possible.” Therefore, they are all incorrect.

41. This is a language form question. The correct answer is (C) that water flows. This is a noun clause functioning as the object of the verb “have noticed.” The other answer choices contain structures that cannot act as objects of a verb. Answer choices (A) and (B) are adverbial phrases, and answer choice (D) is an independent clause. Therefore, they are all incorrect.
42. This is a language meaning question. The correct answer is (C) obstacles. An obstacle is something that gets in the way and prevents something from being done. Answer choices (A), (B), and (D) are not meaningful in the context of the sentence. Therefore, they are all incorrect.

Answer Key

PART THREE: Reading Comprehension Section			
Question Number	Answer	Question Number	Answer
1.	A	22.	B
2.	B	23.	C
3.	C	24.	D
4.	D	25.	C
5.	A	26.	A
6.	D	27.	D
7.	A	28.	B
8.	C	29.	C
9.	D	30.	D
10.	B	31.	D
11.	B	32.	D
12.	C	33.	A
13.	A	34.	A
14.	D	35.	B
15.	D	36.	C
16.	C	37.	A
17.	A	38.	D
18.	B	39.	A
19.	A	40.	D
20.	B	41.	C
21.	B	42.	B

Explanations for PART THREE

1. This is a factual information question. It asks for specific information that can be found in the last column of the schedule. In that column, the name “Ms. Demarco” appears twice. Ms. Demarco is managing both the Student Science Projects and the Nature Club. Therefore, the correct answer is (A) Ms. Demarco. Answer choices (B), (C), and (D) are incorrect because Mr. Brewster, Mr. Campbell, and Ms. Chambers, are each responsible for only one activity.
2. This is a factual information question. It asks for specific information found in the “Activity Type” column. However, this information must be combined with the information provided in the “Notes” below the schedule. The first bulleted sentence in “Notes” reads, “All activities without a location listed will take place in the cafeteria.” Since the location for “Watercolor Painting” is not specified, this activity will take place in the cafeteria. Therefore, the correct answer is (B) In the cafeteria. Answer choices (A), (C), and (D) are incorrect because they specify locations other than the cafeteria.
3. This is a factual information question. It asks for specific information found in the first column of the schedule, which indicates the times for the various activities. According to the “Activity Name” and “Activity Type” columns, the last outdoor activity is Football, which begins at 2:00. Therefore, the correct answer is (C) 2:00. Choices (A), (B), and (D) are incorrect times, as they refer to indoor activities.
4. This is a factual information question. It asks for specific information that can be found in the second bulleted sentence in the “Notes” below the schedule. That sentence reads, “Students who have volunteered to help with setting up and cleaning up will be asked to attend a special meeting on Thursday. . . .” Therefore, the correct answer is (D) Student helpers. Answer choices (A), (B), and (C) are not correct because they are not mentioned in the schedule.
5. This is an author’s purpose question. It asks for the author’s underlying reason for composing the e-mail. The correct answer is (A) To request a role in a play. The first sentence in paragraph 2 clearly states the student’s desire to have a role in the play. That same request is then repeated in paragraph 3: “I enjoy acting in plays more than anything else. Even if it’s a minor character, I would love to have one of the acting roles.” Answer choices (B), (C), and (D) are incorrect because they are not mentioned in the e-mail.
6. This is a vocabulary in context question. The word being tested is “pick,” which often means “a choice.” In the sentence in which “pick” appears, the student writes “. . . I thought it would still be good to e-mail you my preferences.” The word “preferences” suggests that students are allowed to make their own choices concerning the roles. The correct answer, then, is (D) choice. Answer choices (A), (B), and (C) are not meaningful in the context, nor are they supported by it.

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7. This is a pronoun referent question. The pronoun being tested is “they,” which refers to “acting roles” in the previous sentence. The correct answer, then, is (A) roles. “Costumes” appears well after the underlined pronoun, so answer choice (B) is incorrect. Answer choice (C) is not meaningful in the context of the sentence, so it can be eliminated. Finally, answer choice (D) is actually singular (“character”) in the previous sentence, so it cannot be a correct answer.
 8. This is a factual information question. It asks for specific information that can be found in paragraph 3. The correct answer is choice (C) Helped with costumes. The last two sentences in the paragraph clearly refer to the student’s prior experience with costume design. Answer choices (A), (B), and (D) are all incorrect because there is no direct mention in the e-mail of the student’s participation in any of those activities in the past.
 9. This is a main idea question. The headline should include the main topic of the article, which is explicitly stated in paragraph 1: “Last week, fifteen Korean students from Suwon High School visited San Diego as part of the annual student exchange program co-organized by Portman High School.” The correct answer is (D) Korean Students Participate in Exchange Program. Answer choice (A) is incorrect because the “online magazine” mentioned in the article has already been established. Answer choice (B) is incorrect because there is no mention of an international food competition. Finally, answer choice (C) is incorrect because there is no mention of the students’ English-language performance results.
 10. This is an inference question. The correct answer is (B) They visited San Diego a year earlier. The inference is based on information found in paragraph 2: “So far the trip has proved to be as successful as last year’s visit by the students’ older schoolmates from Suwon High.” Although the Korean students ate American food in the school cafeteria, there is no suggestion that they preferred it over Korean food. Therefore answer choice (A) is incorrect. Likewise, although the article mentions English classes, there is no suggestion that the Korean students had to take extra classes, so answer choice (C) is also incorrect. Finally, answer choice (D) can be eliminated because there is no mention of the older Korean students’ previous travel experiences.
 11. This is an inference question. The correct answer is (B) How long the flight would take. The inference is based on information found in the last sentence of paragraph 3: “Even the flight from Korea was more enjoyable and shorter than I thought it would be!” Answer choices (A), (C), and (D) are incorrect inferences because there is nothing in the article to support them. There is no mention of missing a plane or bad weather. And while the Korean students did practice their English in America, there is nothing to suggest that Insook Park was worried about not being able to do so.
 12. This is a vocabulary in context question. The word “venue” means “place.” The correct answer, then, is (C) place. Paragraph 4 lists places the Korean students visited, such as a baseball stadium and a history museum, before using the word “venue” to refer to another place—a Korean restaurant. Therefore, the correct answer is supported by the surrounding context. Answer choices (A), (B), and (D) are not meaningful in the context, nor are they supported by it.

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13. This is a vocabulary in context question. The word being tested is “cuisine,” which means “cooking.” Based on the context of paragraph 5, which is all related to food and eating, the correct answer is (A) cooking. Answer choices (B), (C), and (D) are not meaningful in the context, nor are they supported by it.
14. This is a factual information question. The correct answer is (D) Include their memories on a Web site. This is clearly stated in the last sentence of paragraph 6: “In fact, the students have been recording their memories, and the next issue will be composed entirely of photos and essays by the students who made the trip.” Choices (A), (B), and (C) are all incorrect because none of them is mentioned in the article.
15. This is a main idea question. Since the entire story is about a boy learning about boomerangs and how to use them, the correct answer is (D) My Introduction to Boomerangs. Answer choice (A) is incorrect because there is no mention of a trip to Australia. Answer choice (B), which is about the price of a boomerang, is incorrect because there is no mention of the cost of a boomerang in the story. Answer choice (C) is incorrect because the story does not say that the boomerang is Australia’s national sport.
16. This is a factual information question. The correct answer is (C) To persuade her to let him have a boomerang. This information is clearly stated in the first sentence of paragraph 2: “All of this was in preparation for my asking for a boomerang. . . .” Answer choices (A), (B), and (D) are not mentioned in the story as reasons that David would give his mother details about his report.
17. This is a factual information question. The correct answer is (A) Attend the boomerang club. This is clearly stated in lines 18–19. “Why don’t we check out this boomerang club and you can try it.” Answer choices (B), (C), and (D) are not suggested by David’s mother, so they are incorrect.
18. This is an idiomatic language question. The phrase being tested is “my eagerness got the best of me.” The idiom “get the best of” refers to something that is able to control or influence the behavior of someone. The correct answer is (B) He could not wait any longer to throw the boomerang. This is supported by information in paragraph 9: “I could hardly believe I was finally holding a boomerang in my own hands. . . . I waited a few minutes, but . . . I decided to try throwing the boomerang before anyone showed me how.” Clearly, the boomerang was able to influence the boy’s behavior. Answer choices (A), (C), and (D) are not supported in the context of the story, so they are incorrect interpretations of the idiomatic phrase.
19. This is a factual information question. The correct answer is (A) He throws the boomerang incorrectly. This is clearly stated in the last two sentences of paragraph 9: “I threw it sideways, releasing it at waist level. To my surprise it curved straight upward, then came crashing down to the ground, nearly hitting me.” Answer choices (B), (C), and (D) are incorrect because they are not mentioned in the story.
20. This is a prediction question. The correct answer is (B) Buy David a boomerang. This is suggested by the last sentences of the story: “Hooray, David!” my mother yelled. “It looks like you’ll be getting that boomerang tomorrow!” There is no information in the story to suggest that answer choices (A), (C), or (D) are plausible predictions. They are incorrect.

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21. This is a main idea question. The correct answer is (B) A Town Looks to the Stars. The passage repeatedly states that Vicuña is an important place for star watching. For example, “Vicuña, a small town in the north of Chile, is a great place for watching the stars.” Although hotels are mentioned, they cannot be considered a main topic of the passage, so answer choice (A) can be eliminated. Answer choice (C) is too general to be a plausible main idea. Finally, answer choice (D) is incorrect because there is no mention of discovering new stars.
22. This is a factual information question. The correct answer is (B) Dry winds from the desert. This information is found in paragraph 1: “Instead, dry winds blowing from the desert keep the clouds away at night.” Answer choices (A), (C), and (D) are not mentioned in the passage, so they are incorrect.
23. This is a factual information question. The correct answer is (C) They can be seen in Vicuña without a telescope. This information is found in paragraph 2: “In Vicuña, distant star systems such as the Magellanic Clouds are visible without the help of a telescope.” Answer choices (A), (B), and (D) are not mentioned in the passage, so they are incorrect.
24. This is a vocabulary in context question. The word being tested is “accommodate,” which in this case means “to provide lodging or rooms.” The correct answer choice, then, is (D) provide rooms for. The context “. . . thousands of tourists who come from all over the world . . .” supports this answer choice. Answer choices (A), (B), and (C) are not supported by the context. They are all incorrect.
25. This is a vocabulary in context question. The word being tested is “erect,” which means “to build or construct.” The correct answer, then, is (C) build. The context provided in the following sentence supports this choice: “It was recently decided that the construction of additional observatories will continue. . . .” Answer choices (A), (B), and (D) are not supported by the context. They are all incorrect.
26. This is a factual information question. The correct answer is (A) The old lights made it hard to see the stars at night. This is clearly stated in the last paragraph: “As the town grew, more streetlights were added, making it more and more difficult to see the stars at night.” Answer choices (B), (C), and (D) are not mentioned in the passage, so they are incorrect.
27. This is a main idea question. The passage follows the development of the zipper and lists a series of attempts to improve on its technology. Therefore, the correct answer is (D) A popular device that was not immediately successful. Answer choices (A) and (C) mention an inventor and are related to financial matters. Though there is mention of the Swedish designer, he is not the main focus of the passage, which is more about the device itself than its inventor. Answer choices (A) and (C), then, can safely be eliminated. Answer choice (B) is about the general role of technology in making clothing more affordable, a topic that is not mentioned in the passage. Therefore, it is incorrect.

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28. This is an inference question. The correct answer is (B) It was not urgently needed. The context that supports the inference is found in paragraph 2: “. . . when the first zippers were being developed, people were generally satisfied . . . and few people complained that something better was needed. It is therefore puzzling that companies invested money in the development of a product that few people thought necessary.” The other three inferences are not sufficiently supported by the passage. Therefore, answer choices (A), (C), and (D) are incorrect.
29. This is a vocabulary in context question. The word being tested is “fastening,” which means “to fix securely.” The correct answer, then, is (C) securely close. This is supported by the context: “Simple buttons were considered sufficient [for fastening clothing].” And buttons have long been used to fasten or securely close clothing. Answer choices (A), (B), and (D) are not supported by the surrounding context.
30. This is a negative fact question. The correct answer is (D) They were too heavy for clothing. Based on information in paragraph 3, early zippers were expensive [answer choice (A)], opened unexpectedly [answer choice (B)], and did not last very long [answer choice (C)]. The only information that is not mentioned in the passage is how much zippers weighed, which makes answer choice (D) the correct one.
31. This is a vocabulary in context question. The word being tested is “setbacks,” which means “misfortunes, upsets, or problems.” The correct answer, then, is (D) problems. This is supported by the context: “After so many years of difficulty . . .” and “It took someone as tireless and persistent. . . .” Answer choices (A), (B), and (C) are not supported by the context, so they are incorrect.
32. This is a vocabulary in context question. The word being tested is “breakthrough,” which means “advancement, discovery, or development.” The correct answer, then, is (D) development. This is supported by the context: “Many more years had to pass for people to realize how convenient his invention [the zipper] actually was. An important breakthrough . . . came when . . .” Answer choices (A), (B), and (C) are not supported by the context, so they are incorrect.
33. This is a rhetorical structure question. The correct answer is (A) To point out how the zipper became popular. In paragraph 5 the author writes, “It was because of the Duke’s fame and popularity that people became interested in zippers.” Answer choices (B), (C), and (D) are not mentioned as facts related to the Duke of Windsor, so they are incorrect.
34. This is an inference question. The correct answer is (A) It will not stop the use of zippers. The information supporting this inference is found in paragraph 5: “Even the progress of technology, which often replaces old inventions with more advanced ones, does not seem to be a threat to the zipper. It is safe to say that the zipper will be around for a long time to come.” The other three inferences are not supported by the passage. Therefore, answer choices (B), (C), and (D) are incorrect.

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35. This is a main idea question. The correct answer is (B) The Tiny Protectors. The passage repeatedly notes the acacia ants' role in protecting the acacia tree from invaders. For example, in paragraph 1 the author writes, "[Ants] will protect the whole tree, from the roots up to the leaves and flowers, by defending against invaders." And again, in paragraph 2: "Acacia ants ward off not only small animals . . . but also large ones." Answer choices (A), (C), and (D) are not directly mentioned in the passage, so they are incorrect.
36. This is a factual information question. The correct answer is (C) Under the thorns. This is clearly stated in paragraph 1: "When an ant finds itself on a tree, it will start making a hole beneath one of the thorns, the sharp needle-like structures growing on the branches." Answer choices (A), (B), and (D) are not mentioned as places where the ants build their nests, so they are incorrect.
37. This is an inference question. The correct answer is (A) They are eaten by animals. Throughout the passage there is information about how the acacia tree is under constant threat by invaders, such as sugar gliders, goats, and giraffes. One way animals destroy a plant is by eating its leaves, bark, or roots. From this information, it can be inferred that animals eat the leaves of the acacia tree. The other three inferences are not supported by the passage. Therefore, answer choices (B), (C), and (D) are incorrect.
38. This is a vocabulary in context question. The phrase being tested is "ward off," which means "to defend or scare away." The correct answer, then, is (D) frighten away. This is supported by the surrounding context: ". . . [the ants] will protect the whole tree . . . by defending against invaders" and "As soon as the ants detect an intruder . . . they quickly rush toward it and bite it . . ." Answer choices (A), (B), and (C) are not supported by the surrounding context, so they are incorrect.
39. This is a factual information question. The correct answer is (A) They attack the animal. This information is found in paragraph 2: "As soon as the ants detect an intruder near the tree, they quickly rush toward it and bite it, injecting a toxic substance into the animal's skin." Answer choices (B), (C), and (D) are not mentioned as ways the acacia ants behave in the presence of animals near the tree, so they are incorrect.
40. This is a pronoun referent question. The pronoun being tested is "it." The correct answer is answer choice (D) the substance. Answer choices (A), (B), and (C) are not meaningful in the surrounding context. Therefore, they are all incorrect.
41. This is a vocabulary in context question. The word being tested is "demise," which means "defeat or destruction." The correct answer, then, is (C) destruction. This is supported by the surrounding context: "If a giraffe were to destroy the tree, it would also mean the demise of the ants' home." The word "also" suggests that the ant's home would be destroyed too. Answer choices (A), (B), and (D) are not supported by the surrounding context, so they are incorrect.
42. This is a factual information question. The correct answer is (B) Feeding their young. This information is found in paragraph 3, "Acacia trees provide a kind of oil . . . [that] is one of the favorite foods of baby ants." Answer choices (A), (C), and (D) are not mentioned as possible uses for the oil found in the acacia tree, so they are incorrect.



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