



# Practice Test

for the

## ***TOEFL<sup>®</sup> Junior<sup>™</sup>*** Standard Test



Part of the **TOEFL<sup>®</sup>** Family of Assessments

*Contains one full practice test*





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## Notes to the User

The *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard test practice materials used in this book were created by professional test developers at ETS. The test questions in this practice book are an accurate reflection of the questions found in an actual TOEFL Junior Standard test book.

The ideas expressed in the reading materials contained in the practice test do not necessarily reflect the opinions of the *TOEFL* Board or Educational Testing Service (ETS<sup>®</sup>).

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In order to complete the listening section of the practice test, you will need to access the following website for the audio files: [http://www.ets.org/toefl\\_junior/practice\\_test](http://www.ets.org/toefl_junior/practice_test).



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## About the *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard Test

English-language proficiency is an increasingly important skill for students worldwide as it provides access to a wide range of educational, personal and professional opportunities. Reliable assessment of progress in English language learning at a young age is crucial for student development.

Market research indicates a global need for a well-designed, objective measure of proficiency in English to help younger students, specifically in middle-school grades.

Educational Testing Service (ETS) developed the *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard test for the English language learning needs of students in middle-school grades, usually ages 11–15.

The *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard test measures the degree to which middle school students have attained proficiency in the academic and social English language skills representative of English-medium instructional environments. It is not based on or limited to any specific curriculum. Designed to measure listening comprehension, language form and meaning, and reading comprehension, the test gives schools, teachers, parents, and students an objective measure of the test taker's English language learning progress. Scores can be used to support decisions to place students into programs designed to increase English proficiency levels. The test can also be used to measure student progress in developing English language proficiency over time.

Taking the practice test in this book will help you identify any areas where you need improvement. You can use the “General Study Tips” section of the book to help you prepare for the actual test. The practice test will also help you know what to expect when you take the *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard test — you will be familiar with the types of questions and how to mark your answer sheet. You will not receive a final score for the practice test.

There are no passing or failing scores set by ETS for the *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard test — each school decides for itself what scores are acceptable for its purposes.

# What is in the Test?

The questions on the *TOEFL*® *Junior*™ Standard test are multiple-choice questions, each with four possible answers. There are three sections, each measuring a critical skill in the use of English. Each section has 42 questions, and total testing time is approximately two hours. All questions are placed in the context of a school environment.

## Listening Comprehension Section

The Listening Comprehension section measures your ability to listen for instructional, social, and academic purposes. The section contains three different question types, each designed to meet one of these purposes:

- **Classroom Instruction.** In this question type, you will listen to a short talk by a teacher, principal, librarian, or other school staff member. Each talk lasts 20 to 45 seconds. After the talk you will answer one question. The question may ask you to identify the main idea or the purpose of the talk, or make an inference or prediction based on what the speaker says.
- **Short Conversation.** In this question type, you will listen to a conversation between two students or between a student and a school staff member, like a teacher or librarian. The conversations last 60–90 seconds. After the conversation, you will answer 3–4 questions. The questions may ask you to identify the main idea or one of the important details of the conversation; to make an inference or prediction based on the conversation; to identify why a speaker talks about certain information; or to recognize how a speaker feels or what a speaker means when using certain intonation or stressing certain words.
- **Academic Listening.** In this question type, you will listen to a classroom lecture or discussion about an academic topic. After you listen, you will answer 4–5 questions. The question may ask you to identify the main idea or one of the important details of the lecture or discussion; to make an inference or prediction based on the lecture or discussion; to identify why a speaker talks about certain information; or to recognize how a speaker feels or what a speaker means when using certain intonation or stressing certain words.

## Language Form and Meaning Section

The Language Form and Meaning section measures your understanding of the structure of English and the depth of your vocabulary knowledge. The questions are presented within a series of short paragraphs. Each question requires you to choose the correct word or phrase that accurately completes a sentence. Each paragraph represents the kinds of reading that students do in a school context:

- Emails, notes, or announcements
- Short fictional passages
- Student reports
- Magazine articles
- Passages from textbooks

There are two main types of questions. Language Form questions test knowledge of grammatical structures (for example, verb tenses, relative clauses, word order, adjective or adverb form). Language Meaning questions test knowledge of vocabulary.





## Reading Comprehension Section

The Reading Comprehension section measures your ability to read and comprehend both academic and non-academic texts that you might come across in a school environment. Examples of non-academic texts include:

- Correspondence (emails, notes, and letters)
- Non-linear texts (schedules and menus)
- News articles (like those found in a school or local newspaper)

Examples of academic texts include:

- Narratives about fictional characters
- Persuasive texts that support an opinion (letters to the editor and movie or book reviews)
- Passages about an academic topic that might be found in a textbook or specialized magazine

The questions in the Reading Comprehension section test your ability to:

- Comprehend the main idea of a text
- Identify important factual information that supports the main idea
- Make inferences based on what is not explicitly stated in a text
- Determine the meaning of unfamiliar words or expressions from context
- Identify the words that pronouns represent
- Recognize an author's purpose

# Preparing for the *TOEFL*<sup>®</sup> *Junior*<sup>™</sup> Standard Test

## Taking the Practice Test

Taking the practice test in this book will give you a good idea of what the actual test is like in terms of the types of questions you will be asked and the time limits you will have. You will have 40 minutes to complete the Listening section, 25 minutes to complete the Language Form and Meaning section, and 50 minutes to complete the Reading section.

Each section begins with a set of special directions that includes sample questions and answers. It is important to read these directions so you will understand exactly what you are to do before you start to work on a section.

Some questions may be harder than others, but try to answer every one. If you are not sure of the correct answer, make the best guess you can and go on to the next question. It is to your advantage to answer every question, even if you have to guess. There is no penalty for guessing.

As you take the practice test, work rapidly but carefully. Do not spend too much time on any single question. You may take notes only during the Listening section.

Here are more guidelines for using the practice test:

- Plan to spend approximately two hours **without interruption** to take the practice test
- Choose a quiet room in which to work
- Use a stopwatch or a clock so you can know the correct amount of time
- Have two sharpened No. 2 or HB black lead pencils and an eraser
- Remove any study materials from your work area

## General Study Tips

**Here are some tips for improving your listening skills:**

- Watching English-language movies and television programs and listening to English-language radio provide excellent opportunities to build your listening skills. English-language recordings are equally valuable and helpful. The Internet is also a great resource for material that you can use to improve your English listening skills.
- Listen carefully to what the speaker is saying.
- Stay active by asking yourself questions. For example, what main idea is the speaker communicating?
- Think about what the speaker is doing. In other words, what is the purpose of the speech or conversation? For example, is the speaker apologizing, complaining, or making suggestions?
- Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Pay careful attention to the way stress and intonation patterns are used to convey meaning.
- Think about how a talk or discussion is organized. Listen for signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Listen for words that show connections and relationships between ideas (for example, "because," "however," "therefore").
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next.
- During or after the lecture, create an outline of the information discussed.



### **Here are some tips for improving your language form and meaning skills:**

- Read a text first for meaning. Then, review the same text, this time paying attention to the different ways the sentences are structured.
  - In each of the sentences, determine the part of speech that each word represents. Try to identify the subject, verb, object, adjectives, adverbs, prepositions, determiners, and conjunctions. Also, try to identify the verb tense.
  - Find out how other parts of the sentence are related to the main clause by looking for structural clues such as connectors or punctuation marks.
  - Look for transitional words such as “because,” “however,” and “therefore.” Pay attention to how these words connect ideas across sentences.
- Increase your vocabulary, learning 6 or 7 new words every day. Keep a growing list of words and review the entire list from time to time to make sure you do not forget the meanings of the words.
- Keep an English-language journal. Spend a few minutes every day writing in your journal.
  - If you are taking English classes at school and learning grammar, make a point of using new grammatical structures you have learned when you write.
  - Once you have completed an entry, make sure to go back and re-read what you have written. Revision is the key to improving writing. Correct any errors that you find. Highlight areas you are unsure about and ask questions about them in class.

### **Here are some tips for improving your reading skills:**

- Read a few pages in English every day. Read a variety of English-language texts, including short stories, newspaper and magazine articles, and non-fiction texts about academic topics such as science, social studies, and arts. Many such texts can be found on the Internet.
- Practice skimming a passage quickly to get the main idea. Develop the ability to skim quickly and identify major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points and important facts.
- When you come across an unfamiliar word, try to determine the meaning from the context. If you cannot determine the meaning from context, look up the meaning of the word in a dictionary.
- Underline all pronouns (he, him, they, them, etc.) and identify the nouns to which they refer in the passage.

### **Use proven test-taking strategies**

- Carefully follow directions in each section of the test to avoid wasting time.
- Don't panic. Concentrate exclusively on the current question only. Don't think about how you answered other questions. This is a habit that can be learned through practice.
- Avoid spending too much time on any single question. If you have given the question some thought and you still don't know the answer, eliminate as many choices as possible and then select the best choice.





# 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/toefl\\_junior/practice\\_test](http://www.ets.org/toefl_junior/practice_test). 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 ● C D	A B X C D	A B ● C D	A B C ● D

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

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

READING COMPREHENSION				
<b>SAMPLES</b>				
A A B C D	7 A B C D	16 A B C D	25 A B C D	34 A B C D
B A B C D	8 A B C D	17 A B C D	26 A B C D	35 A B C D
1 A B C D	9 A B C D	18 A B C D	27 A B C D	36 A B C D
2 A B C D	10 A B C D	19 A B C D	28 A B C D	37 A B C D
3 A B C D	11 A B C D	20 A B C D	29 A B C D	38 A B C D
4 A B C D	12 A B C D	21 A B C D	30 A B C D	39 A B C D
5 A B C D	13 A B C D	22 A B C D	31 A B C D	40 A B C D
6 A B C D	14 A B C D	23 A B C D	32 A B C D	41 A B C D
	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 X C D	A B ● C D	A B C ● D

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

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

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





**NO TEST MATERIAL ON THIS PAGE**





## PART 1

# Listening Comprehension Section

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

### 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.





## PART 1

**1. What did the principal like best about the band?**

- (A) The students wrote their own music.
- (B) The band played several kinds of music.
- (C) The band played during the whole festival.
- (D) The students played many different instruments.

**2. What will the class probably do next?**

- (A) Design a poster
- (B) Color the leaves
- (C) Eat lunch outside
- (D) Collect fallen leaves

**3. What is the purpose of the talk?**

- (A) To tell the students when they can begin working on their projects
- (B) To request the students work with each other in pairs
- (C) To specify the types of materials the students will use
- (D) To inform the students they will need time to clean up

**4. What is the teacher explaining?**

- (A) Why the city is located where it is
- (B) How travel to the city has changed over time
- (C) How the first tunnels in the city were built
- (D) Why the river is important to the city's history

**5. What does the teacher tell the students to do?**

- (A) Bring in some gardening tools
- (B) Wear old clothes to school
- (C) Look outside for seeds to plant
- (D) Clean the dirt off their clothes

**6. What is probably true about the dance?**

- (A) It is a very popular event.
- (B) It is not usually held on a Friday.
- (C) It will take place in the cafeteria.
- (D) It is the first dance of the school year.



## PART 1

**7. What does the teacher ask?**

- (A) For someone to turn on the lights
- (B) For someone to close the curtains
- (C) For someone to move the television
- (D) For someone to turn on the television

**8. What will the students probably do next?**

- (A) Read a book
- (B) Write an essay
- (C) Watch a video
- (D) Form discussion groups

**9. What is the purpose of the talk?**

- (A) To help students understand the characters they are reading about
- (B) To advise students on ways they can improve their writing
- (C) To praise the students who wrote the best stories in class
- (D) To describe the lives of some famous writers

**10. What point does the speaker make about the alphabet in ancient Norway?**

- (A) It had very few letters.
- (B) It was quite difficult to learn.
- (C) It spread to other parts of the world.
- (D) It was similar to the Chinese writing system.



## PART 1

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. Where is the conversation probably taking place?**

- (A) Near the entrance to the city library
- (B) At a table in the cafeteria
- (C) On a sidewalk at school
- (D) Inside the art building

**12. What did the boy lose?**

- (A) A watch
- (B) A book bag
- (C) A library book
- (D) His homework assignment

**13. According to the conversation, what has not been decided yet?**

- (A) Who is going to study for the test
- (B) Where a group is going to meet to study
- (C) What topic the girl will choose for her art project
- (D) When the boy will go to the cafeteria

**14. What are the speakers happy to see when they enter the cafeteria?**

- (A) That their friends are there
- (B) That their favorite foods are being served today
- (C) That there are few people in the line
- (D) That the cafeteria will stay open longer than usual

**15. What do the speakers say about the drinks in the cafeteria?**

- (A) They are expensive.
- (B) There are not any hot ones.
- (C) There are many kinds to choose from.
- (D) The types available change every day.

**16. What does the boy suggest the girl do?**

- (A) Try something new
- (B) Ask if there is any soup
- (C) Read the menu carefully
- (D) Order the same meal that he orders

**17. What will the boy NOT order for lunch?**

- (A) Juice
- (B) Soup
- (C) Salad
- (D) Dessert



## PART 1

**18. What is the girl on her way to do?**

- (A) Attend a meeting
- (B) Pick up a schedule
- (C) Return a library book
- (D) Watch a performance

**19. What does the girl say about her experience with dancing?**

- (A) She has tried only one style of dancing.
- (B) She has been dancing for a long time.
- (C) She sometimes teaches children how to dance.
- (D) She has never danced in front of an audience.

**20. What happened because of a rainstorm?**

- (A) A walkway had to be closed.
- (B) A building's roof was damaged.
- (C) A basketball game was canceled.
- (D) An assembly had to be rescheduled.

**21. What does the boy say he needs to do?**

- (A) Meet a teammate
- (B) Go to a music class
- (C) Return a basketball to a teacher
- (D) Make a phone call in the main office

**22. What does the boy ask the girl to do?**

- (A) Join a team
- (B) Help him study
- (C) Eat lunch with him
- (D) Lend him a textbook

**23. What subject is the girl interested in?**

- (A) Math
- (B) History
- (C) Science
- (D) Geography

**24. What does the boy offer to give the girl?**

- (A) A library card
- (B) The title of a book
- (C) A list of questions
- (D) The names of students

**25. Where will the event be held this year?**

- (A) In the gym
- (B) In the library
- (C) In the cafeteria
- (D) In the science room



## PART 1

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.

**26. What is the main topic of the talk?**

- (A) Unusual foods served in castles
- (B) The training of cooks in castles
- (C) The earliest known castle kitchen
- (D) The workings of a castle's kitchen

**27. What was important about the location of a castle's kitchen?**

- (A) It was connected to the great hall.
- (B) It was below the chef's living area.
- (C) It allowed food to be served hot.
- (D) It protected castle residents from fires.

**28. What does the teacher say about vegetables?**

- (A) They were expensive.
- (B) They were grown in the castle's garden.
- (C) They were bought from nearby villages.
- (D) They were kept frozen in winter.

**29. According to the teacher, what was the chef's main responsibility?**

- (A) Managing the kitchen workers
- (B) Buying the ingredients for meals
- (C) Baking bread for everyone in the castle
- (D) Presenting the food to the king and queen





## PART 1

**30. What are the speakers mainly talking about?**

- (A) A new road in their town
- (B) A new way to build roads
- (C) The early history of roads
- (D) The cost of building roads

**31. Why does the woman talk about animals?**

- (A) To explain how the first roads were created
- (B) To point out that long ago most people did not travel much
- (C) To describe an event that happened on a road nearby
- (D) To suggest that traveling on country roads can be dangerous

**32. Why did people in England build ridge ways?**

- (A) To connect small towns to major cities
- (B) To allow cars to drive around small towns
- (C) To create roads that water would not wash away
- (D) To create a separate road for transporting animals

**33. What does the woman say about roads in ancient Greece?**

- (A) They were constructed on all of Greece's islands.
- (B) They were not as good as roads built by the Romans.
- (C) They often washed away in the rain.
- (D) They connected Greece to the Roman Empire.



## PART 1

**34. What is the speaker mainly talking about?**

- (A) An unusual part of the Atlantic Ocean
- (B) A kind of seaweed that is eaten by most fish
- (C) The discovery of an uncommon type of seaweed
- (D) A kind of sea animal that lives only in the Atlantic Ocean

**35. According to the speaker, what do certain currents in the Atlantic Ocean do?**

- (A) They cause the Sargasso Sea to become smaller and smaller over time.
- (B) They keep the water in the middle of the Sargasso Sea from moving much.
- (C) They make fish from the Sargasso Sea drift to other places.
- (D) They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

**36. What is the speaker explaining when he mentions sailing ships?**

- (A) How the Sargasso Sea was discovered
- (B) How seaweed got into the Sargasso Sea
- (C) How unusual the water in the Sargasso Sea looks
- (D) How little wind there is in the Sargasso Sea

**37. What is sargassum?**

- (A) A species of fish
- (B) A kind of seaweed
- (C) A fast-moving current
- (D) A slow-moving sailing ship

**38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?**

- (A) They have short life spans.
- (B) They are larger than expected.
- (C) They are usually found closer to land.
- (D) They are not native to the Atlantic Ocean.



## PART 1

### 39. What is the main topic of the talk?

- (A) The eating habits of large sea animals
- (B) An animal with an unusual physical feature
- (C) An animal with a very long life
- (D) Mythical creatures of Europe

### 40. Why does the teacher mention unicorns?

- (A) To explain why people thought narwhals were also mythical
- (B) To discuss why it is so difficult to find narwhals
- (C) To tell the class what they will learn about next week
- (D) To describe what a narwhal's tooth looks like

### 41. Why did people in Europe hundreds of years ago think the narwhal was special?

- (A) They thought they could use its tooth to make medicine.
- (B) They thought it brought good luck.
- (C) They thought it was a type of mermaid.
- (D) They thought it was a highly intelligent animal.

### 42. Why does the teacher mention peacocks?

- (A) To demonstrate how valuable narwhals are
- (B) To describe the different colors of male narwhals
- (C) To help explain the purpose of the male narwhal's tooth
- (D) To talk about a popular animal in medieval Europe





**NO TEST MATERIAL ON THIS PAGE**





PART 2

## Language Form and Meaning Section

### 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.”





**PART 2**

Questions 1-5 refer to the following note.

Lisa:

1. 

(A) So
(B) While
(C) Because
(D) Although

 you were at basketball practice today, your teacher,

2. Mr. Morris, called on the phone to talk with you. He 

(A) take
(B) to take
(C) is taking
(D) was taken

 one of

his other classes on a field trip to the aquarium this Saturday. A student in that

3. class is sick and 

(A) will be able not
(B) not will be able
(C) be able will not
(D) will not be able

 to go. Mr. Morris wants to know

4. whether you'd like to take 

(A) that student's place
(B) that student's place is
(C) of that student's place
(D) that student's place, which

 on the trip. He





**PART 2**

5. said that he is 

(A) asking
(B) offering
(C) deciding
(D) discussing

 you the chance first because of the great report

you wrote about whales. You'll need to let him know tomorrow.

Love,

Mom.



**PART 2**

Questions 6-9 refer to the following announcement.

6. A man's wristwatch 

(A) finds
(B) finding
(C) has found
(D) was found

 in the lobby of Luigi's Pizza
7. Restaurant on Tuesday, February 16. A restaurant worker 

(A) seemed
(B) intended
(C) discovered
(D) influenced
8. the watch after the restaurant had closed that evening. Anyone 

(A) a guest was
(B) a guest being
(C) he was a guest
(D) who was a guest
9. Callers will be asked 

(A) a detailed description is given
(B) to give a detailed description
(C) giving a detailed description
(D) a detailed description gave

 of the watch.

at the restaurant that day and is missing a watch should call Luigi's at 555-1953.





**PART 2**

Questions 10-13 refer to the following announcement.

10. 

(A) Because a student
(B) Being a student
(C) It was a student
(D) A student

 from Barksdale High School won this year's regional mathematics competition. Ellen Murphy was among ten finalists in
11. the last round of the competition. The final question was a very 

(A) wide
(B) difficult
(C) physical
(D) powerful

 algebra problem. The first student to answer the question correctly was
12. named 

(A) the winner.
(B) is the winner.
(C) being the winner.
(D) will be the winner.

 One student finished the problem
13. 

(A) as fast
(B) fastest
(C) to be fast
(D) faster than

 Ms. Murphy, but his answer was incorrect. Ms. Murphy solved the problem correctly and took the grand prize.





## PART 2

Questions 14-17 refer to the following part of a short story.

When Dan knocked on the door of the old gray house, he was a little

14. 

(A) total.
(B) funny.
(C) foreign.
(D) nervous.

 His friends at school had said that the woman who lived in

15. the house was unfriendly, but Dan was sure that 

(A) finding the cat
(B) the cat he had found
(C) he had found the cat
(D) the cat had been found

in his yard was hers. He wanted to take it to her.

“Hello,” a woman’s voice responded to his knock. “Who is it?”

16. “Hi. I’m your neighbor from down the street,” Dan said 

(A) as
(B) that
(C) which
(D) during

she opened the door a few centimeters. “Is this cat yours?”

“Oh, my goodness,” the woman said with a big smile. She pulled the door

open wide. “Yes, this is Daisy, and I’ve been worried about her! Thank you so

17. much for 

(A) bring
(B) brings
(C) brought
(D) bringing

 her back!”



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**PART 2**

Questions 18-25 refer to the following notice.

18. 

(A) Begins
(B) Beginning
(C) Is beginning
(D) To have begun

 next Tuesday, the science building will be under

19. construction. Workers will 

(A) making
(B) be made
(C) be making
(D) been making

 repairs to the outside

of the building for approximately four weeks. While this work is

20. being 

(A) done,
(B) made,
(C) taken,
(D) entered,

 most classes will continue as usual inside the

21. building. However, if any classes need to be moved 

(A) greatly
(B) temporarily
(C) successfully
(D) thoughtfully

22. to other rooms, teachers will inform their students. 

(A) At
(B) On
(C) Over
(D) During

 the

construction, the front entrance to the science building will be closed.





**PART 2**

23. 

(A) As a result,
(B) Even though,
(C) All of a sudden,
(D) On the other hand,

 all students will have to use the doors on the

24. north side to enter the building. Also, please remember

- |                 |
|-----------------|
| (A) keeping out |
| (B) to keep out |
| (C) keeps out   |
| (D) kept out    |

25. of the way of all construction equipment. Anyone

- |                          |
|--------------------------|
| (A) is having a question |
| (B) they have questions  |
| (C) there is a question  |
| (D) who has questions    |

about the upcoming construction work should contact the school's main office.



**PART 2**

Questions 26-33 refer to the following magazine article.

26. Unlike some other sharks, the basking shark is
- (A) no threat to  
(B) no threatening  
(C) not to threaten  
(D) a threat is not to
27. humans. Growing to a size
- (A) as large  
(B) is larger  
(C) many large  
(D) much larger
- than that of the average human,
- this giant fish simply ignores divers who swim up to it. The diet of a basking
28. shark
- (A) resists  
(B) insists  
(C) consists  
(D) persists
- of fish and small animals such as squid, shrimp,
29. and crabs. When it is hungry, it looks for places
- (A) what  
(B) where  
(C) which  
(D) whose
- great numbers
30. of these small animals can be found. Once it locates an area
- (A) a crowd  
(B) crowded  
(C) has crowded  
(D) it is crowded





**PART 2**

with fish, a basking shark simply opens its huge mouth and slowly swims

31. through it.

- (A) Water flows
- (B) Flowing water
- (C) To flow water
- (D) Water flowing

into its mouth and continues out through a

special filter structure that traps the small fish and other creatures. Although

32. this method

- (A) does require not of eating
- (B) does not require of eating
- (C) of eating does not require
- (D) not of eating does require

the shark to move quickly,

33. it still requires a lot of effort.

- (A) Enough food is obtained,
- (B) To obtain enough food,
- (C) Enough food obtaining,
- (D) It obtains enough food,

a basking

shark will filter up to two thousand tons of water per hour.





**PART 2**

Questions 34-42 refer to the following essay.

34. People's behavior during public events has changed

- (A) by
- (B) for
- (C) after
- (D) over

the years,

35. perhaps because views on

- (A) considering what
- (B) they considered it
- (C) what is considered
- (D) that it is considered

appropriate have changed.

36. During a classical music concert, for example,

- (A) no people to clap
- (B) people do not clap
- (C) clapping people do not
- (D) people are not clapping

37. until the musicians finish playing the composition. It would be hard

- (A) imagines
- (B) imagined
- (C) to imagine
- (D) imagination

the audience clapping in the middle of a performance. It may come as a surprise

38. to many, however, that long ago, this is exactly

- (A) what people did.
- (B) that people do it.
- (C) people had done it.
- (D) what did people do.







**PART 2**

39. The audience laughed loudly, clapped, and 

(A) cheerful
(B) cheered
(C) cheering
(D) has cheered

 great moments.

40. That was 

(A) why
(B) how
(C) what
(D) which

 people showed their regard for a performer's skills. One

41. reason that people's behavior was so 

(A) differs
(B) differed
(C) to differ
(D) different

 may be that in the past,

classical music concerts were more like today's pop music shows. Long ago,

42. classical music was not thought to be 

(A) more serious since
(B) so serious than
(C) as serious so
(D) as serious as

 it is now.





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## PART 3

# Reading Comprehension Section

### 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 this 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."





## PART 3

Questions 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon. Usually, when a student does this for the first time, I go to the lab to show him or her exactly what to do. However, today I have a teacher's staff meeting at 3:30, so I can't be there. Still, I'm sure everything will be fine, since you have worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.
2. After washing the containers, place them upside down on a towel to dry.
3. Wipe down all the worktables with a wet cloth.
4. Put all the microscopes that have been left out back on the equipment shelf.
5. Sweep the floor.
6. Put the trash outside the door.
7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door.

You can return the key to me tomorrow when we have class at 10:30.

Thank you so much for your help!

— Mr. Marston



### PART 3

1. In line 2 of the note, the word **this** refers to \_\_\_\_\_.
  - (A) saying thank you
  - (B) finishing homework
  - (C) going to the science laboratory
  - (D) cleaning the science laboratory
  
2. Where will Mr. Marston probably be when Cathy cleans the lab?
  - (A) In the lab
  - (B) In his office
  - (C) At a meeting
  - (D) In the classroom next door
  
3. Where should Cathy put the glass containers?
  - (A) On a towel
  - (B) Near the door
  - (C) Next to the sink
  - (D) On the equipment shelf
  
4. What should Cathy do immediately after sweeping the floor?
  - (A) Lock the lab door
  - (B) Put away any microscopes
  - (C) Wipe down the worktables
  - (D) Take the trash out of the lab
  
5. When should Cathy give the key back to Mr. Marston?
  - (A) On her way home
  - (B) In class the next day
  - (C) Right after she cleans the lab
  - (D) Before school begins the next morning



### PART 3

**Questions 6-10 refer to the following letter in a school newspaper.**

*Line* This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved. Now I go to Wilson.

5 I want to make some comments based on my unique perspective as someone who has attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only one!

10 However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.





### PART 3

6. **Why is the author a student at Wilson Middle School?**

- (A) Because his family recently moved
- (B) Because his father is a teacher there
- (C) Because it is the best school in the area
- (D) Because he just completed primary school

7. **In line 4, the word perspective is closest in meaning to \_\_\_\_\_.**

- (A) cause and effect
- (B) back and forth
- (C) out of date
- (D) point of view

8. **In line 9, the word one refers to \_\_\_\_\_.**

- (A) day
- (B) school
- (C) option
- (D) cafeteria

9. **Why does the author like the food at Wilson Middle School?**

- (A) It tastes good.
- (B) It is very healthful.
- (C) The servings are large.
- (D) Students help to make it.

10. **What does the author imply about the students at his previous school compared to students at Wilson Middle School?**

- (A) They did better in their studies.
- (B) They planned fewer activities.
- (C) They belonged to sports clubs.
- (D) They gave him more help.



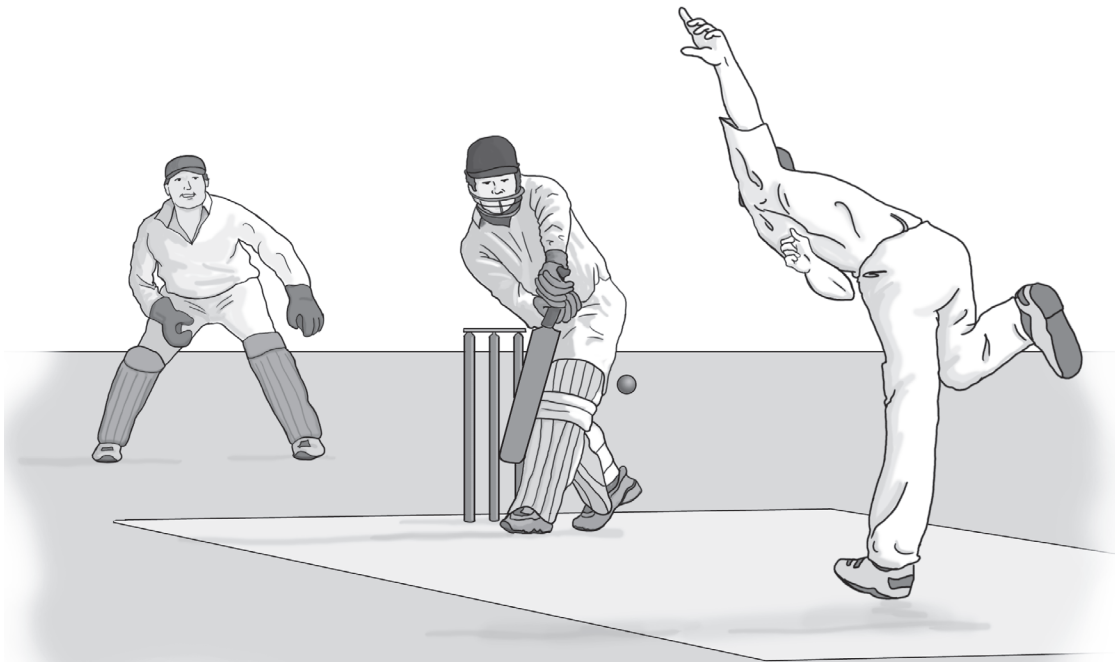
### PART 3

**Questions 11-17 are about the following story.**

*Line* Cricket—how I detested this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

5 Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

10 I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with fond memories of the endless days and nights spent playing the game.







### PART 3

11. What title best summarizes the main idea of the passage?

- (A) Cricket: A Game for All Ages
- (B) How I Learned to Love Cricket
- (C) The Dangers of Playing Cricket
- (D) Learning the Rules of a Difficult Game

12. In line 1, the word detested is closest in meaning to \_\_\_\_\_.

- (A) hated
- (B) played
- (C) wanted
- (D) watched

13. What best describes the author's attitude toward cricket when he was very young?

- (A) It was boring to watch.
- (B) It was difficult to learn.
- (C) It was fun to talk about.
- (D) It was dangerous to play.

14. According to the author, what was surprising about some of the cricket games he played?

- (A) They were played without bats.
- (B) They were played on rooftops.
- (C) No one cared who won them.
- (D) No one got hurt playing them.

15. The author describes memories of all of the following EXCEPT \_\_\_\_\_.

- (A) how the sun felt on his skin
- (B) how the ball sounded hitting the bat
- (C) how the sky turned from light to dark
- (D) how the rules of the game caused arguments

16. What change does the author describe?

- (A) He could not remember the rules of cricket at first, but then he decided it did not matter.
- (B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.
- (C) He did not like cricket at first, but then he began to enjoy it.
- (D) He liked playing cricket at first, but then he grew tired of it.

17. In line 13, the word fond is closest in meaning to \_\_\_\_\_.

- (A) old
- (B) cruel
- (C) happy
- (D) interesting



### PART 3

**Questions 18-23 are about the following story.**

Line Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

"Hello, Edward," Mrs. Miller said as she opened the door.

5 Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said. "Lucas, this is Edward. He will watch you tonight while Mom and I are out."

The little boy waved shyly to Edward. The Millers asked Edward to entertain Lucas for an hour and then put him in bed.

10 After Lucas's parents left, Edward went with the boy to his room. They played some games and built a tower out of wooden blocks.

"It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed.

"Will you read me a story?" he asked Edward.

15 Edward took a picture book from the shelf and read it to Lucas. When he finished reading the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him.

"What's wrong?" Edward asked.

"I'm afraid of the dark," Lucas explained.

Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

20 Five minutes later, Lucas cried out again.

"What's wrong now?" Edward asked.

"I thought I heard a sound," Lucas said. "I think there might be a monster under my bed."

Edward explained that there was no monster under the bed, but Lucas was still afraid. Finally, Edward went to the kitchen and found a flashlight. He shined the flashlight under 25 Lucas's bed. "See?" he said. "No monster."

"Will you stay with me in case one comes?" Lucas begged.

Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand.

30 Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and the soft chair made Edward feel tired, too. He closed his eyes.

The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

"We're home," Mrs. Miller whispered. "Thank you for taking care of Lucas. We had a wonderful evening."

35 Edward shook himself in amazement. Was the evening over already?





**PART 3**

18. Why did Edward go to the Millers' house?

- (A) To borrow a flashlight
- (B) To take care of Lucas
- (C) To welcome the Millers to the neighborhood
- (D) To help the Millers move into their house

19. In line 7, the word entertain is closest in meaning to \_\_\_\_\_.

- (A) look for
- (B) cook for
- (C) play with
- (D) argue with

20. What did Edward and Lucas do before Lucas went to bed?

- (A) They built a tower of blocks.
- (B) They looked for a flashlight.
- (C) They put books on a shelf.
- (D) They drew pictures.

21. In line 26, the word one refers to a \_\_\_\_\_.

- (A) shelf
- (B) chair
- (C) monster
- (D) flashlight

22. How did Lucas probably feel about going to bed?

- (A) Disappointed and afraid
- (B) Angry and nervous
- (C) Relieved and tired
- (D) Sad and confused

23. Why did Lucas keep calling out to Edward?

- (A) He saw something under the bed.
- (B) He did not want to be left alone.
- (C) He could not reach the book on the shelf.
- (D) He forgot where the wooden blocks were.



### PART 3

Questions 24-31 are about the following newspaper article.

Line Marina Hills High School is fighting  
pollution in an unusual way. It's planting  
trees!  
5 In an effort to fight pollution and help  
the environment, the Marina Hills Ecology  
Club offers free trees to institutions willing  
to plant them on their grounds. Among  
those that took advantage of the offer was  
Marina Hills High School. After consulting  
10 with his teachers on where to plant the  
trees, Principal Max Webb contacted the  
Ecology Club.  
But when the seedlings arrived, Webb  
had an idea. Instead of planting the young  
15 trees in front of the school, he thought it  
would be better to put them behind the  
school, where the sun gets very hot in the  
afternoon.  
"It gets so hot inside the building that  
20 the students start to sweat during their  
afternoon classes," said Webb. "Now the  
shade from our trees will bring them some  
relief."

"There was no argument from the  
25 teachers," he added. "When I proposed  
the idea, everyone said, 'Now why didn't  
I think of that!'"  
The relief won't come until the trees  
grow taller, but the school will not have to  
30 wait long because it requested two species  
of trees that grow quickly.  
"Time is key, and we wanted our trees  
to get big fast," said Webb. "We were  
given a wide choice, from shrubs to fruit  
35 trees. We requested eucalyptus and willow  
trees."  
Webb said he is also looking forward to  
finally seeing some wildlife in the school  
yard at Marina Hills High School.  
40 "If all you have is a grass lawn with no  
trees, you can't expect the local birds to  
come and visit," said Webb. "They have  
no place to make their nests. Now that will  
change, and we'll be able to see birds from  
45 our classroom windows."



### PART 3

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

- (A) Local School Gets Greener
- (B) Student Wins Science Award
- (C) Principal Discovers New Tree
- (D) Teacher Leads Ecological Club

25. What problem does Principal Webb talk about?

- (A) Pollution in the city
- (B) Classrooms that are too hot
- (C) Tall trees that block the view
- (D) Wild animals that destroy trees

26. What did the Ecology Club do for Marina Hills High School?

- (A) It helped design the school yard.
- (B) It put flowers in the classrooms.
- (C) It sold seeds to the school.
- (D) It provided free trees.

27. In line 13, the word seedlings is closest in meaning to \_\_\_\_\_.

- (A) bird nests
- (B) young trees
- (C) packages of seeds
- (D) members of a club

28. What decision was changed?

- (A) Which trees should be dug up
- (B) When the old trees should be cut down
- (C) Where the new trees should be planted
- (D) Which type of tree should be chosen

29. In line 22, the word them refers to \_\_\_\_\_.

- (A) trees
- (B) classes
- (C) students
- (D) teachers

30. What can be inferred from the article about eucalyptus and willow trees?

- (A) They grow quickly.
- (B) They become extremely tall.
- (C) They are less expensive than fruit trees.
- (D) They do not grow flowers in the springtime.

31. What does Principal Webb imply about the local birds?

- (A) They make their nests on the ground.
- (B) They are not often seen at the school.
- (C) There are fewer of them due to the pollution problem.
- (D) They fly into the classrooms when the windows are open.



## PART 3

Questions 32-42 are about the following passage.

Line Being able to land safely is a critically important skill for all flying animals. Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before  
5 touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently.

In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent  
10 years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at maneuverability: a bat can quickly change its direction of flight or completely reverse it,  
15 something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing  
20 on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force,  
25 which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.





### PART 3

32. What is the main topic of the passage?

- (A) Places where flying animals choose to land
- (B) Why scientists have difficulty observing bats
- (C) Differences in the eating habits of bats and birds
- (D) Ways in which bats move differently from birds

33. In line 2, the word **terrestrial** is closest in meaning to \_\_\_\_\_.

- (A) high-flying
- (B) fast-moving
- (C) tree-climbing
- (D) ground-living

34. According to the passage, what skill is crucial for flying animals?

- (A) Diving underwater
- (B) Slowing down to land
- (C) Flying over great distances
- (D) Balancing on high branches

35. Which of the following is a false assumption about bats that was recently corrected?

- (A) They cannot hear.
- (B) They sleep upside down.
- (C) They fly similarly to birds.
- (D) They hide in tree branches.

36. According to the passage, what is an advantage that bats have over birds?

- (A) Bats can land on a greater variety of surfaces.
- (B) Bats can turn in the air more quickly.
- (C) Bats can eat while flying.
- (D) Bats are lighter.

37. In line 11, the word **incorporate** is closest in meaning to \_\_\_\_\_.

- (A) add
- (B) deliver
- (C) include
- (D) discover

38. In line 14, the word **it** refers to \_\_\_\_\_.

- (A) bat
- (B) bird
- (C) direction
- (D) maneuverability

39. The researchers used all of the following to study bats EXCEPT \_\_\_\_\_.

- (A) nets
- (B) paint
- (C) cables
- (D) cameras



### PART 3

40. In line 20, the word suspended is closest in meaning to \_\_\_\_\_.

- (A) hanging
- (B) entering
- (C) falling
- (D) living

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

- (A) crash
- (B) bring
- (C) break
- (D) change

42. According to the passage, what helps determine a bat's landing speed?

- (A) What it eats
- (B) How old it is
- (C) How big it is
- (D) Where it lives







# *Review Materials*



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# Answer Key

- Use the answer key below to determine which questions you answered correctly and incorrectly.
- For the Listening Section, replay the CD while reading the script to help you recognize words you may not have understood correctly. The answer choices from the test have been reprinted with the script for questions 1-10. Refer back to the page number listed for questions 11-42.

## Practice Test – Answer Key

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

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# Listening Comprehension Script

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

**(Woman):** I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!

**(Narrator):** What did the principal like best about the band?

**Answer Choices:**

- (A) The students wrote their own music.
- (B) The band played several kinds of music.
- (C) The band played during the whole festival.
- (D) The students played many different instruments.

2. **(Narrator):** Listen to a science teacher talking to her students.

**(Woman):** First, we are going to collect some leaves that have fallen from the trees. Then, we will compare the colors of those leaves. After that, we will use the leaves to make a poster about what happens to trees during autumn. OK, now put on your jackets and let's head outside.

**(Narrator):** What will the class probably do next?

**Answer Choices:**

- (A) Design a poster
- (B) Color the leaves
- (C) Eat lunch outside
- (D) Collect fallen leaves

3. **(Narrator):** Listen to an art teacher talking to a class.

**(Man):** Today we're going to begin our lesson on sculptures. Because we are going to work with clay and it can get pretty messy, I'm going to stop you all about ten minutes before class ends. Then you can start cleaning up your work stations and put away your supplies.

**(Narrator):** What is the purpose of the talk?

**Answer Choices:**

- (A) To tell the students when they can begin working on their projects
- (B) To request the students work with each other in pairs
- (C) To specify the types of materials the students will use
- (D) To inform the students they will need time to clean up



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

**(Woman):** When we take our class trip into the city this week, we'll be driving through a tunnel that will take us under a river. It's so easy to take a train or a car into the city today by using one of the tunnels that we don't think much about the fact that we're crossing a river. But in the city's early days, the only way to get to the city was by boat. I want you to keep this in mind as we learn more about the city's history.

**(Narrator):** What is the teacher explaining?

**Answer Choices:**

- (A) Why the city is located where it is
- (B) How travel to the city has changed over time
- (C) How the first tunnels in the city were built
- (D) Why the river is important to the city's history

5. **(Narrator):** Listen to a teacher talking to his class.

**(Man):** As you know, tomorrow we'll be planting trees in the park. A few dozen saplings will be provided, and you'll be given gardening tools to dig holes for the trees. One important thing to remember—gardening involves working with dirt, so don't come to school in nice clothes. Make sure to dress in something old—something you wouldn't mind getting dirty.

**(Narrator):** What does the teacher tell the students to do?

**Answer Choices:**

- (A) Bring in some gardening tools
- (B) Wear old clothes to school
- (C) Look outside for seeds to plant
- (D) Clean the dirt off their clothes

6. **(Narrator):** Listen to a school principal speaking over the intercom.

**(Man):** Next Friday is the annual school dance. Tickets go on sale starting today in the school cafeteria during lunch. They will be on sale all week. Make sure you buy a ticket in advance, as we won't be selling them at the door the night of the dance. We only have 150 tickets to sell, and they usually sell out before the day of the dance. You don't want to miss this special event!

**(Narrator):** What is probably true about the dance?

**Answer Choices:**

- (A) It is a very popular event.
- (B) It is not usually held on a Friday.
- (C) It will take place in the cafeteria.
- (D) It is the first dance of the school year.





7. **(Narrator):** Listen to a geography teacher talking in a classroom.
- (Man):** Now we're going to watch a documentary program about one of the countries we've been discussing in class. But I'm afraid it's a little too bright in here. Could someone please draw the curtains while I turn on the TV? Then there won't be any glare on the screen and everyone will be able to see just fine.

**(Narrator):** What does the teacher ask?

**Answer Choices:**

- (A) For someone to turn on the lights
- (B) For someone to close the curtains
- (C) For someone to move the television
- (D) For someone to turn on the television

8. **(Narrator):** Listen to a history teacher speaking to his class.
- (Man):** In order to understand a little more about the life of United States President Abraham Lincoln, we are going to watch a short video. I want you to take notes during the video and think about what we have learned so far. Afterward, we will have a discussion about Lincoln's life.

**(Narrator):** What will the students probably do next?

**Answer Choices:**

- (A) Read a book
- (B) Write an essay
- (C) Watch a video
- (D) Form discussion groups

9. **(Narrator):** Listen to an English teacher speaking to her class.
- (Woman):** Before we start writing our stories, I want to show some ways you can make your characters more believable. You can try to give them real-life details. One thing you might want to do is base your characters on people you know in real life. This is something that even many famous writers do.

**(Narrator):** What is the purpose of the talk?

**Answer Choices:**

- (A) To help students understand the characters they are reading about
- (B) To advise students on ways they can improve their writing
- (C) To praise the students who wrote the best stories in class
- (D) To describe the lives of some famous writers



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

*(Man):* Throughout history, people all around the world have invented many different writing systems. One interesting alphabet is the so-called futhark [FOO-thahrk (unvoiced “th”)], which was used in Norway a thousand years ago. Futhark is an exceptional system, because it is the shortest known alphabet in the world. It only had 16 letters. While some writing systems, like Chinese, can have many thousands of symbols, futhark made do with just 16 characters.

*(Narrator):* What point does the speaker make about the alphabet in ancient Norway?

*Answer Choices:*

- (A) It had very few letters.
- (B) It was quite difficult to learn.
- (C) It spread to other parts of the world.
- (D) It was similar to the Chinese writing system.

11–13. *(Narrator):* Listen to a conversation between two students at school.

*(Girl):* Hi, Tommy. Are you on your way to the cafeteria?

*(Boy):* [answering, but distracted as he is looking for something] No—I was on way to the library to return a book, but now I’m looking for my watch. It must’ve fallen off somewhere here in the grass. It was a gift from my father, so I really want to find it.

*(Girl):* Hmm ... I’d like to help you look for it, but I’m heading to the art building—I made an appointment with my art teacher to talk about a homework assignment, and I don’t want to keep him waiting.

*(Boy):* That’s OK. The watch has got to be here somewhere. ... Oh, there it is. Hey, by the way, do you want to study for tomorrow’s history test with me and some other people from our class after school? We haven’t decided where we’re going to meet yet—probably at the city library.

*(Girl):* That sounds like a good idea. I’d like to join you.

*(Boy):* I’m having lunch with the others, so we’ll know where we’re meeting by the time I see you in science class.

*(Girl):* All right. I’ll see you then.

*(Narrator):* Now answer the questions.

*Question & Answer Choices:*

See Page 18







- 14–17. (Narrator):** Listen to a conversation between two friends in a school cafeteria.
- (Girl):** Look—the cafeteria is almost empty! We won’t have to wait in line too long.
- (Boy):** Good idea. Let’s get something now before it gets too crowded.
- (Girl):** Hmm. I think I’ll have one of the salads today and something to drink. But I can’t make up my mind which drink to choose! It’s hard to pick something when there so many different kinds to choose from.
- (Boy):** It’s better to have too many choices than not enough! Why don’t you have something you’ve never tried before. Maybe you can discover something new that you like!
- (Girl):** That’s a really good idea. And what about you? Are you going to have a salad too?
- (Boy):** I think so. And maybe a bottle of juice ... and a cup of that soup, too. It looks really good! But I’ll definitely pass on the dessert items. I’ve been eating way too many sweet things lately!
- (Narrator):** Now answer the questions.

**Questions and Answer Choices:**

See Page 18





- 18–21. (Narrator):** Listen to a conversation between two students at school.
- (Girl):** Excuse me, is this the way to the gym?
- (Boy):** Uh ... yes it is. Are you a new student here?
- (Girl):** Yes. [upspeak] I'm trying to find the meeting about the dance team? I heard that the school is starting one up. I wanted to find out more about it.
- (Boy):** Do you dance?
- (Girl):** Uh-huh. I've been taking lessons since I was little—traditional dance, ballet, jazz...
- (Boy):** Wow—then you must be pretty good. Anyway, I heard about that new dance team. I think they're going to be performing at school assemblies and stuff like that. Well, the gym's that way. But I just came from there, and I heard someone saying that the dance team was meeting in the music room.
- (Girl):** Are you sure? Because the notice I saw said the gymnasium.
- (Boy):** Well, remember that big storm we had a couple of days ago? And all that rain?
- (Girl):** Yes ....
- (Boy):** Well, some water got into the gym through the roof, so they're doing some work in there—you know, fixing the roof. Do you know where the music room is ... near the library?
- (Girl):** Yes. I had my first music class today, actually.
- (Boy):** Oh good. [Turning attention to other matters] Now I just have to find Mr. Harris, my gym teacher.
- (Girl):** Oh, I wish I could help you.
- (Boy):** That's OK. I just have to return a basketball I borrowed. But I think I'll just leave it for him at the main office. Good luck with the dancing!
- (Girl):** Thanks!
- (Narrator):** Now answer the questions.

**Questions and Answer Choices:**

See Page 19





- 22–25. (Narrator):** Listen to a conversation between two friends from school.
- (Boy):** Maria, would you like to be on my team in next week’s trivia quiz?
- (Girl):** Trivia quiz? I’ve heard about it, but I don’t know exactly what it is.
- (Boy):** It’s a general-knowledge contest. All of the teams are given a set of questions to answer—questions on all kinds of topics—and the team that gets the most correct answers wins.
- (Girl):** Sure, I guess I could play. But why do you want me on your team?
- (Boy):** Well, our team already has students who are interested in biology, history, and math. But we’re not too good at geography. A lot of questions are about various countries, continents, and things like that. We need someone strong in geography—like you!
- (Girl):** Well, geography is my favorite subject. You can count me in! ... Should I study for this?
- (Boy):** Hmm ... It’s hard to study for this kind of competition. But if you want, I have examples of questions that were asked in the quizzes in the past. A list like that would give you a general idea of what to expect.
- (Girl):** That would be great. So will it be held in the library?
- (Boy):** Not this time. Now we’ll be in the gym. A lot more teams are signing up to play this time, so they had to move it to a place with more space. Even the cafeteria wasn’t big enough.
- (Girl):** Wow—the gym is pretty big.
- (Boy):** Well, that just shows you how popular the trivia quiz has become!
- (Narrator):** Now answer the questions.

***Questions and Answer Choices:***

See Page 19





**26–29. (Narrator):** Listen to a teacher talking in a history class.

**(Man):** When people think of life in Europe hundreds of years ago, they often think of castles built of stone, with huge towers. Castles were the homes of kings and queens and other powerful people. Hundreds of relatives, soldiers, and workers also lived there.

The kitchen was a very important place in a castle. It was busy all day and every day. A castle's kitchen was usually located a good distance away from other castle rooms and buildings, especially the great hall, a large room where people gathered for meals and other activities. This was because of the danger of fires. The kitchen staff needed to use fire for cooking, but sometimes kitchen fires accidentally grew out of control and could spread to other parts of the castle. That's why the kitchen was usually far away.

Each kitchen also had a garden where vegetables were grown. Back then, food could not be frozen or kept in refrigerators like today. Some vegetables could be stored underground, but not for long, so most vegetables were picked fresh from the castle garden as they were needed. But, of course, a king's dinner consisted of many other ingredients like bread, meat, and fish. To prepare a full meal, many cooks were needed. The castle kitchen employed a whole team of people, some of whom made bread, and others who prepared desserts or cooked meat dishes. The chef was like a head manager who was responsible for making sure that the team of assistants did their job right. Although chefs would also be involved in the cooking of some parts of the meal, their main task was to supervise the whole team.

**(Narrator):** Now answer the questions.

**Questions and Answer Choices:**

See Page 20



- 30–33. (Narrator):** Now you will hear part of a radio program.
- (Man):** Hello, listeners. Today I'll be speaking with Ms. Amanda Jones, the town director of road transportation. Thank you for joining us.
- (Woman):** It's my pleasure.
- (Man):** Ms. Jones, it seems like there are always new roads to build or old ones to fix. Let's start with new roads. How do you decide where to put in a new road?
- (Woman):** Well, that's an interesting question. One way to think about it is to go back in history. You know, people didn't build the first roads. Animals did. These roads were really just tracks—just paths—that animals made in the dirt as they walked to find food or water. Then people started to use them. In fact, some of the roads we drive on today were at one time paths made by wild animals.
- (Man):** But we humans began making roads for ourselves at some point, right?
- (Woman):** Yes, of course. We made them when we needed them ... which happened when we started to settle in communities, and we wanted to trade with people in other communities. Even then, the roads were pretty simple. Let me ask a question: Why would we need anything more, like paved roads?
- (Man):** Well, I suppose when we wanted to carry things ... when we built vehicles, like carts and wagons.
- (Woman):** Exactly! And that's when you start to see better roads, roads made with logs or, better yet, stone or brick. And roads made with good drainage—a good road has to have a place for water to go. Rainwater can really damage a road, or even wash it away. In England, thousands of years ago, people made roads on ridges—along the cliffs and hills beside streams and rivers. Why? Because it's drier there. "Ridge ways," they called them. Some ridge ways still exist in England—they're still used today for walking and hiking.
- Now road building really started to increase when nations began to grow. In ancient India, rulers created big road networks—it helped them to control a lot of land from central cities. And the Romans became excellent road builders. After all, they had a huge empire to connect together. But the roads in ancient Greece were not as good as those of the Romans. They didn't put as much effort into road building. Why? Because Greece is full of islands, and they traveled more by boat.
- (Narrator):** Now answer the questions.

**Questions and Answer Choices:**

See Page 21





34–38. (Narrator):

Now you will hear a speaker talking to a class on a trip to a marine aquarium.

(Man):

Hello, everyone. Thank you for visiting the aquarium today. I hope you've enjoyed seeing the thousands of fish we have here, as well as the other sea animals. During the next hour we're going to show you some more sea creatures. They all come from a body of water called the Sargasso [sahr-GAS-so] Sea.

The Sargasso Sea is actually part of the Atlantic Ocean. What I mean is—it isn't a separate body of water; it's more like a sea within an ocean. It's located off the southern half of North America, and it is very large—it covers millions of kilometers. Now, a couple of things make it distinctive. First, and probably most important, the waters there are very calm—calm and warm. There's also very little wind there. Surrounding the Sargasso Sea are water currents in the Atlantic that move in a circular motion, counterclockwise. This water swirls around the Sargasso Sea. Because of the way these currents move, the water in the middle of the Sargasso Sea doesn't move much at all.

Because of the still waters and the lack of wind, sailing ships crossing the Atlantic travel much more slowly when they get to the Sargasso Sea. Without wind, sailboats can get stuck there for long periods. Something else that's unusual about the Sargasso Sea is the seaweed floating on its surface. Large amounts of a kind of seaweed called sargassum float on top of the water there. And because of the currents, the seaweed stays in the Sargasso Sea—it's kind of held in place by the rotating currents.

Now this seaweed is what interests us most here at the aquarium, because it supports all kinds of sea life, like shrimp, crabs, and fish. Sargassum creates an ecosystem for them to live in. What makes this ecosystem quite remarkable is that the creatures there are ones you'd expect to find much closer to shore, much closer to land, not out in the middle of the Atlantic Ocean. Most likely, sargassum probably did not exist in the Sargasso originally. Rather, the seaweed and some of the ecosystem it supported drifted out into the Sargasso Sea long ago and became trapped there by the currents. From there, it simply spread all over the Sargasso Sea.

(Narrator):

Now answer the questions.

**Questions and Answer Choices:**

See Page 22





**39–42. (Narrator):** Listen to part of a discussion in a science class.

**(Man):** Since you all seemed to like our discussion last week, I thought we'd continue talking about unusual animals. Have any of you ever heard of an animal called the narwhal?

**(Girl):** No, but "whal" sounds kind of like "whale." Is a narwhal a kind of whale?

**(Man):** In fact it is! The narwhal is a species of whale that lives in the cold waters of the Arctic Ocean. Now, both male and female narwhals have teeth—but the male's teeth look very strange. This is because the male narwhal has one long, straight tooth. How long? It's about 7-10 feet long—that's longer than the height of the tallest person in the world! Since this one tooth is so long and pointy, a lot of people say it looks like the horn of a unicorn. In fact, sailors in the old days used to call the narwhal the unicorn of the sea. Some people even thought that it had magical powers!

**(Boy):** Why did they think it was magical? Because of the big tooth?

**(Man):** Precisely. Hundreds of years ago in the Middle Ages, Europeans thought that unicorn horns could cure people who were sick. Because the narwhal's tooth looks like a unicorn's horn, some people thought it could be used to cure sick people. As a result, narwhal teeth were considered quite valuable, and they were sold by merchants for a lot of money.

**(Girl):** So why do narwhals have this long tooth? Do they use it to protect themselves?

**(Man):** Well, we're not sure. But a lot of scientists agree that male narwhals probably use it to attract female mates—the way a male peacock uses his beautiful feathers to attract a mate. The female narwhal will choose the male with the longest tooth, the same way that the female peacock chooses the male with the most beautiful feathers.

**(Narrator):** Now answer the questions.

**Questions & Answer Choices:**

See Page 23

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