

Perfect TOEFL Junior

Practice Test

3 Full-Length Tests 

Darakwon TOEFL Junior
Research Team

BOOK 1

 DARAKWON



Practice Test

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Listening Comprehension

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

Directions

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

Here is an example:



What does the girl mean?

- (A) She will meet the boy at band practice soon.
- (B) She is not going to be a member of the band.
- (C) She thinks that the band is no longer fun.
- (D) She has been a member of the band for a year.

The correct answer is (B), "She is not going to be a member of the band."

Here is another example:



What are the speakers talking about?

- (A) Their classes
- (B) Going on a trip
- (C) Spring break
- (D) An upcoming test

The correct answer is (C), "Spring break."

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

1. What does the boy mean when he says: "I'll have to take a pass on the game"?
 - (A) He is going to play in the game.
 - (B) He cannot attend today's game.
 - (C) He will meet the girl before the game.
 - (D) He is able to watch the game today.

2. Why does the teacher talk about the boy's grade?
 - (A) To express her concern about his grade
 - (B) To encourage him to study hard for the test
 - (C) To praise him for submitting a good report
 - (D) To compliment him for getting an A on his exam

3. What is the girl planning to do on the weekend?
 - (A) Go cycling with her friends
 - (B) Spend some time with the boy
 - (C) Stay home and study
 - (D) Check out the weather forecast

4. What will the boy probably do next?
 - (A) Go to his meeting with Mr. Jacobs
 - (B) Continue speaking with Jenny
 - (C) Make a telephone call to Brian
 - (D) Turn in his group project to the teacher

5. Why is the student discussing his essay with the teacher?
 - (A) To insist that the teacher grade it again
 - (B) To ask about a grammar mistake on it
 - (C) To complain about the teacher's emphasis on facts
 - (D) To express his confusion about his grade

6. What will the girl probably do next?
 - (A) Finish eating her lunch
 - (B) Solve some math problems
 - (C) Look at the boy's homework
 - (D) Skip their math class

7. What are the speakers mainly talking about?
 - (A) Mr. Norton's class
 - (B) Their grades at school
 - (C) A test they just took
 - (D) A question the boy asked in class

8. Why does the principal mention the winter storm?
 - (A) To give the students a lesson on the weather
 - (B) To claim that it will start tomorrow
 - (C) To note the amount of snow that it dropped
 - (D) To explain why she is cancelling classes

9. What is probably true about Dr. Walt Campbell?
 - (A) He is a citizen of France.
 - (B) He is the host of the radio program.
 - (C) He has visited the site of the Battle of Waterloo.
 - (D) He knows a lot about Napoleon.

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

10. What are the speakers mainly discussing?
- (A) The boy's desire to get an extension
 - (B) The topic of the paper the boy is writing
 - (C) The boy's involvement in athletics
 - (D) The type of research that the boy needs to conduct
11. Why does the boy say that he is unable to finish his assignment on time?
- (A) He cannot find the information that he needs.
 - (B) He needs to study for a test in another class tonight.
 - (C) His partner has not done enough work on the project.
 - (D) He has not had enough time to do his work.
12. What does the boy suggest about the soccer team?
- (A) It has not lost any games yet this season.
 - (B) There is going to be a game tonight.
 - (C) Being on it takes up a lot of his time.
 - (D) It needs to get some new members.
13. What does the teacher tell the boy to do?
- (A) Go to the library
 - (B) Attend his next class
 - (C) Skip soccer practice
 - (D) Have a chat with Coach Grubbs
14. What are the speakers mainly talking about?
- (A) The girl's soccer team
 - (B) The boy's attendance at the game
 - (C) The girl's next game
 - (D) The boy's desire to play soccer
15. When will the girl's next soccer game be?
- (A) This Friday
 - (B) This Saturday
 - (C) Next Tuesday
 - (D) Next Thursday
16. What can be inferred about the girl?
- (A) She is interested in playing goalkeeper on her team.
 - (B) She is not happy with the attendance at her games.
 - (C) She suffered a minor injury in the last game.
 - (D) She is the best player on the girls' soccer team.
17. Why does the boy mention his friends?
- (A) To ask how they can join the girls' soccer team
 - (B) To say that they enjoyed watching the last soccer game
 - (C) To tell the girl that they all wish the team good luck
 - (D) To indicate that he will invite them to the next game

18. How does the girl probably feel when she says: "A science fair? That's peculiar"?
- (A) She is pleased.
 - (B) She is upset.
 - (C) She is confused.
 - (D) She is interested.
19. Why does the boy mention the science fair?
- (A) To encourage the girl to enter it along with him
 - (B) To claim that it is going to be held at the school
 - (C) To state that he intends to win this year's competition
 - (D) To tell the girl what he was speaking to a teacher about
20. In which subject is the boy doing research?
- (A) Chemistry
 - (B) Physics
 - (C) Biology
 - (D) Geology
21. What does the boy mention about Mr. Stevenson?
- (A) He is the school's only science teacher.
 - (B) He is doing research with the boy.
 - (C) He designed the boy's science fair project.
 - (D) He is thinking of teaching at another school in the city.
22. What can be inferred about the boy?
- (A) He intends to enter the science fair.
 - (B) He is the top student at the school.
 - (C) He is classmates with the girl.
 - (D) He is better at sports than at science.
23. What are the speakers mainly discussing?
- (A) Visiting Italy
 - (B) The girl's sister
 - (C) Life as a student
 - (D) Hanging out with their friends
24. What was the girl's sister doing in Italy?
- (A) She was studying as an exchange student.
 - (B) She was taking a tour with some other students.
 - (C) She was visiting the country's museums.
 - (D) She was looking for a place to live there.
25. What can be inferred about the girl?
- (A) She wants to keep talking to the boy.
 - (B) She feels jealous of her sister.
 - (C) She is looking forward to seeing her sister.
 - (D) She is learning how to speak Italian.
26. What will the girl do after school today?
- (A) Apply to become an exchange student
 - (B) Hang out at the mall with her friends
 - (C) Pick her sister up at the airport
 - (D) Go home and complete her homework
27. What is the teacher mainly talking about?
- (A) Which foods flying squirrels prefer to eat
 - (B) The appearance of the flying squirrel
 - (C) Where most flying squirrels live
 - (D) The unique way flying squirrels can travel

28. What is the purpose of the membrane that the flying squirrel has?
- (A) It allows the squirrel to control its body while in flight.
 - (B) It enables the squirrel to soar through the air.
 - (C) It lets the squirrel leap from tree to tree.
 - (D) It permits the squirrel to make very long jumps.
29. What will the teacher probably do next?
- (A) Have one of the students read from a textbook
 - (B) Show a video that has flying squirrels in it
 - (C) Assign some homework to the students
 - (D) Give a physical description of the flying squirrel
30. What is the main idea of the talk?
- (A) There are differences between pyramids and ziggurats.
 - (B) Egypt and Mesopotamia had great cultures.
 - (C) The pharaohs were important in ancient Egypt.
 - (D) People in ancient cultures practiced religion.
31. What does the teacher imply about ziggurats?
- (A) They took many years to build.
 - (B) They look much nicer than the pyramids.
 - (C) They were built in both Mesopotamia and Egypt.
 - (D) They are less well known than pyramids.
32. How is a ziggurat different from a pyramid?
- (A) It is much larger than most pyramids.
 - (B) It has a stepped look as it goes up.
 - (C) It is made of different types of stone.
 - (D) It has various types of artwork on it.
33. Why does the teacher talk about the pharaohs?
- (A) To describe their role in Egyptian society
 - (B) To note that they built the pyramids
 - (C) To compare them with Mesopotamian rulers
 - (D) To claim that many were bad rulers
34. What is the teacher mainly talking about?
- (A) The antlers that deer can grow
 - (B) How deer take care of their babies
 - (C) The characteristics of white-tailed deer
 - (D) What his opinion of deer is
35. What is probably true about the teacher?
- (A) He recently made a visit to Australia.
 - (B) He enjoys going deer hunting.
 - (C) He lives in an area with many deer.
 - (D) He spends a lot of time outdoors.
36. What does the teacher imply when he says this: "That's H-A-R-T, not H-E-A-R-T"?
- (A) He is making an important point about deer.
 - (B) Some students tend to misspell the word.
 - (C) The word he is spelling is a common one.
 - (D) He wants the students to listen carefully.

37. What does the teacher say about antlers?
- (A) Both male and female deer grow them.
 - (B) They fall off the deer each year.
 - (C) Deer sometimes use them as weapons.
 - (D) They get larger as the deer ages.
38. What does a fawn look like when it is born?
- (A) It is completely white.
 - (B) It only has a white tail.
 - (C) It has some white spots.
 - (D) It has no white anywhere on its body.
39. What is the discussion mainly about?
- (A) The poetry Edgar Allan Poe wrote
 - (B) The contributions of Edgar Allan Poe
 - (C) The creation of the horror genre
 - (D) Poetry in nineteenth-century America
40. What happened to Edgar Allan Poe when he was a child?
- (A) He attended a top school.
 - (B) He suffered from depression.
 - (C) He became very sick.
 - (D) His parents died.
41. Why does the teacher mention *The Murders in the Rue Morgue*?
- (A) To praise it as a great work of horror
 - (B) To claim it is her favorite of all of Poe's works
 - (C) To name a work the students are going to read
 - (D) To state that it is a poem written by Poe
42. What will the students probably do next?
- (A) Continue discussing Poe's life
 - (B) Read a poem written by Poe
 - (C) Analyze a modern detective novel
 - (D) Talk about one of Poe's horror novels

STOP

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. While some forest fires

(A) cause
(B) causing
(C) are caused
(D) will cause

 by humans, most of them happen due to

lightning striking the ground during a region's dry season. In fact, some places

2.

(A) accept
(B) endure
(C) permit
(D) strike

 forest fires on a yearly basis.

The correct answer to **Sample 1** is (C), "are caused." The correct answer to **Sample 2** is (B), "endure."

Questions 1-4 refer to the following email.

Dear Amy,

1. I heard from one of our friends that you

- (A) will not feel
- (B) are not feeling
- (C) cannot feel
- (D) must not feel

very well today. I hope

that you do not have anything serious and that you will be able to go back to school

2. tomorrow. The teachers

- (A) reserved
- (B) approved
- (C) requested
- (D) assigned

us a lot of homework in all of our classes

3. today. Did anyone from school let you know about

- (A) what you need to do?
- (B) which you need to do?
- (C) that you need to do?
- (D) how you need to do?

If you want to know about anything, just write me back. I would be glad to assist you so that you can get your work done on time. I can drop by your house later in the evening

4. if you want. Give me a

- (A) respond
- (B) response
- (C) responsive
- (D) responder

to this email whenever you get the chance.

Your friend,

Susan

Questions 5-8 refer to the following advertisement.

If you are looking for something fun to do this summer, why don't you visit the community

5. center? The community center,

- (A) what is locating
- (B) which is located
- (C) where the location
- (D) how it was located

at 49 Maple Street, is going to

be sponsoring numerous activities. For instance, there will be art, music, and language

6. classes at the center throughout the summer.

- (A) In addition to those,
- (B) As well as they,
- (C) So with those,
- (D) Apparently with those,

the center

is going to sponsor a soccer league and a baseball league for students in middle school

7. and high school. We

- (A) demand
- (B) approve
- (C) invite
- (D) consider

all young people to participate. We know that the

8. events this year are going to be

- (A) the best
- (B) much better than
- (C) as well as
- (D) just as good that

those in any past years.

Questions 9-12 refer to the following announcement.

Tomorrow after lunch, all classes are going to be cancelled. Instead of going to your classrooms, students should report to the school auditorium no later than one

9. fifteen. The school is proud

- (A) announce
- (B) announcing
- (C) will announce
- (D) to announce

that Mayor Randolph Jefferson has

accepted our offer to come and speak with the student body. Mayor Jefferson will chat

10. about his experience

- (A) run to the city,
- (B) running the city,
- (C) of running in the city,
- (D) to run the city,

and then he will take a few questions.

11. Please wear

- (A) appropriate
- (B) approximate
- (C) approachable
- (D) approving

clothing tomorrow and be sure to

12.

- (A) being the best behaved
- (B) behave like the best
- (C) be on your best behavior
- (D) behavior of the best

as well. We expect you to be good representatives of our

school and to treat the mayor with the respect he deserves.

Questions 13-20 refer to the following letter.

Dear Mr. Thompson,

13. I would like to apologize to you (A) with the action
(B) for my actions
(C) by my action
(D) at the action in your class during the exam

yesterday. I am so sorry that I looked in my textbook while I was taking the test.

14. I feel terrible about (A) completing
(B) researching
(C) practicing
(D) cheating on the test. I know that this is not an

15. (A) accept
(B) acceptance
(C) accepting
(D) acceptable excuse, but I did not have enough time to study for the test because

I had a basketball game the night before it. I was so tired that,

16. (A) the moment I arrived home,
(B) momentarily arriving at my home,
(C) to arrive in a moment at my home,
(D) I arrived home in a moment, I took a shower and went to bed

17. (A) apparently.
(B) decisively.
(C) immediately.
(D) dramatically. When I woke up, I remembered the test and tried to study.

However, I only managed to do that for about fifteen minutes.

18. Still, there is no (A) consideration
(B) justification
(C) ramification
(D) criticism for cheating. I will accept

19. (A) whoever punishes
(B) whatever punishment
(C) whichever punishes
(D) however punished you decide to give me without complaint. I will also

20. do my best to work hard in your class and to be (A) a student with more possibilities
(B) possibly a better student
(C) the best of the possible students
(D) as good a student as possible

for the remainder of the semester.

Sincerely,

Peter Wilson

Questions 21-26 refer to the following email.

Dear Nathaniel,

I am looking forward to graduating in a month. I cannot believe we have almost finished

21. our schooling. It has been a long four years, but high school is

- (A) practical and over.
- (B) practically over.
- (C) over practically.
- (D) over practical.

On one hand, I am relieved that I am going to get started on

22.

- (A) the next chapter in my life.
- (B) my life in the next chapter.
- (C) the next life with a chapter.
- (D) a chapter of the next life.

On the other hand, the past four years have been

23. a great experience. I shall miss everyone as we

- (A) start
- (B) depart
- (C) aim
- (D) enter

for different colleges.

24. Anyway, I want you to know that my family is going to be

- (A) host
- (B) hosts
- (C) hosted
- (D) hosting

a graduation party at my house. I am inviting many of our classmates. It should be a lot of fun. You, your parents, and the rest of your family

25. (A) invited me to my house.
(B) inviting to my house.
(C) will invite them to my house.
(D) are invited to my house.

We live on a farm, so there will be plenty of room

for everyone. Just let me know if you can make it and who will be

26. (A) attending.
(B) graduating.
(C) resisting.
(D) requesting.

My parents need to know how many people to expect.

Talk to you soon.

Jim

Questions 27-34 refer to the following magazine article.

One of the largest and most luxurious palaces in the world is the Palace of Versailles.

27.

(A) Is located near
(B) Locating near
(C) Having located near
(D) Located near

 Paris, France, the palace has more than 2,000 rooms,

28.

(A) every which
(B) all of which
(C) that are all
(D) what all

 are extravagantly decorated. Versailles was constructed

29.

(A) during the seventeenth century.
(B) for all seventeen centuries.
(C) throughout seventeen centuries.
(D) the seventeenth century onward.

 Its original use was as a hunting lodge for King

Louis XIV. However, he and his successors constantly expanded it until

30. it became a massive palace. Versailles became one of

(A) the most prominent
(B) more prominent
(C) much more prominent
(D) most of the prominent

symbols of the French monarchy, and it served as the royal court from 1682

31. to 1789. (A) Followed by the events of
(B) The events, following
(C) Following the events of
(D) Events were following the French Revolution, the palace

32. was (A) designed
(B) constructed
(C) rehabilitated
(D) transformed into a museum. Today, Versailles

33. (A) contain
(B) contains
(C) is containing
(D) will contain thousands of works of art, including paintings, drawings, engravings,

and sculptures. Due to its art and the beauty of the palace itself, it is a prime tourist attraction at the present. As a result, millions of people visit the palace

34. (A) permanently.
(B) consistently.
(C) continually.
(D) annually.

Questions 35-42 refer to the following magazine article.

Most birds build nests in which they lay their eggs, but the emperor penguin has no need

35. of them. This bird lives in Antarctica and must endure

- (A) harsher
- (B) the harshest
- (C) as harsh as
- (D) much of the harshest

36. weather than anywhere else in the world. In order to

- (A) ensure
- (B) promise
- (C) recall
- (D) trust

that its eggs

37. are not harmed and that its chicks

- (A) are hatching with them,
- (B) hatched from them,
- (C) are theirs to hatch,
- (D) may hatch from them,

the emperor penguin

takes care of its eggs in a unique manner. An emperor penguin female lays a single egg.

38. Once she lays the egg, the male penguin takes it and puts it

- (A) on top of its feet.
- (B) with its feet at the top.
- (C) by the top foot.
- (D) at the foot of the top.

39. There, the egg (A) protects
(B) is protecting
(C) is protected
(D) will protect by a layer of stomach fat that the penguin

rests above the egg. Since emperor penguins lay their eggs right as winter

40. begins in Antarctica, it is (A) basic
(B) significant
(C) partial
(D) vital that the eggs remain

41. (A) by protection of the elements.
(B) protected from the elements.
(C) protecting the elements.
(D) for the protection of the elements. Therefore, for the next two months,

the males incubate the eggs until the chicks finally hatch. During this entire

42. (A) period,
(B) periods,
(C) periodical,
(D) periodically, the males look after the eggs while hardly even moving.

STOP

Reading Comprehension

Directions

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

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

Sample Text

Erosion is one of nature's most powerful forces. It can happen in many ways, including through the wind, rain, snow, and ice. Erosion frequently takes place over a long period of time. This is how canyons and deserts are often created. Yet it is also possible for erosion to take place overnight.

Sample Question 1

What is this text mostly about?

- (A) How deserts are created
- (B) A natural force
- (C) Canyons and deserts
- (D) Wind erosion

The correct answer is (B), "A natural force."

Sample Question 2

Which of the following is true regarding erosion?

- (A) It can happen in many ways.
- (B) Water most commonly causes it.
- (C) It can create deserts overnight.
- (D) It is stronger than anything in nature.

The correct answer is (A), "It can happen in many ways."

STOP

Questions 1-6 are about the following letter.

Dear Parents,

We have almost arrived at the end of another school year. The last day of school is going to be held on Friday, May 15. All students should have their lockers cleaned out no later than 3:30 on that day.

This year, we have accomplished a number of our objectives. Several of our students received academic awards, such as for winning the city spelling bee (Teresa Kelly), winning the state math competition (Rohit Apu), and winning the county essay-writing contest (Julie Johnston). Furthermore, our athletic teams all had winning records, and the girls' volleyball team, led by Coach Alice Stevens, managed to come in second place in the entire state.

Let me remind you as summer begins that all returning students must do their summer reading. Enclosed with this letter is a list of the books from which each student must choose. All students have to read at least five books and write short reports on them during the summer.

Allow me to close by noting that I am always willing to meet with you and to address any of your concerns about the school. You can feel free to swing by and chat with me anytime.

Sincerely,
Gregory Jenkins
Principal

1. In line 5, the word objectives is closest in meaning to _____.
 - (A) skills
 - (B) experiences
 - (C) goals
 - (D) achievements
2. Who is Julie Johnston?
 - (A) The coach of the school's volleyball team
 - (B) The principal of the school
 - (C) The winner of an essay-writing contest
 - (D) The school's best speller
3. What can be inferred from the letter about the school?
 - (A) It has a successful athletics program.
 - (B) It has already held its graduation ceremony.
 - (C) It has seen its enrollment decline.
 - (D) It has a large library available to students.
4. Which of the following statements does paragraph 3 support?
 - (A) Students may submit their reports over the Internet.
 - (B) Every student must write five book reports during summer.
 - (C) Students are expected to turn in reports each month.
 - (D) All students must read the same five books during summer.
5. In line 14, the word them refers to _____.
 - (A) all returning students
 - (B) all students
 - (C) five books
 - (D) short reports
6. What does Gregory Jenkins point out by writing that people can feel free to swing by in line 16?
 - (A) He schedules his own meetings with parents.
 - (B) All visitors are welcome to visit his office.
 - (C) He encourages parents to be involved at the school.
 - (D) Students should spend more time on campus.

Questions 7-12 are about the following article in the school newspaper.

Last Saturday, October 10, the school's math team took part in the Hampton Junior Math Tournament. The event was held in the auditorium at Lakeview High School. There were students from twenty-seven schools that participated in the competition.

5 Mrs. Gibbons, the math teacher, led our school's team at the competition. There were seven students from our school who took part in the contest. By the time the competition ended, we were in third place with a total of eighty-five points. The first place winner, Trinity High School, scored ninety-one points while Copeland Academy came in second with eighty-six points. Our performance was a dramatic
10 improvement from last year's team, which failed to score a single point.

Overall, Molly Reed led the team by scoring an incredible twenty-five points. That made her the leading scorer in the entire tournament.

After the competition ended, Mrs. Gibbons said, "I'm so proud of this group. They took on teams that had twice as many students, but they still managed to
15 capture third place. What an incredible achievement."

7. Which headline best summarizes the article?
- (A) Math Team Comes in Third in Competition
 - (B) Mrs. Gibbons Takes Math Team to Lakeview High
 - (C) Molly Reed Selected Captain of the Math Team
 - (D) School to Compete in Math Competition
8. What is the purpose of this article?
- (A) To recruit some students for the math team
 - (B) To describe the results of an academic competition
 - (C) To praise the math team for trying its best
 - (D) To encourage more students to do extracurricular activities
9. Which of the following is NOT mentioned about the math competition?
- (A) How many teams participated
 - (B) What prizes were awarded
 - (C) When it took place
 - (D) Which team came in first
10. In line 9, the word dramatic is closest in meaning to _____.
- (A) tremendous
 - (B) sincere
 - (C) indescribable
 - (D) unexpected
11. Which of the following is true regarding Molly Reed?
- (A) She has been on the math team for the past two years.
 - (B) She scored more points than anyone at the tournament.
 - (C) She was the only student from the school who scored.
 - (D) She received a prize for her achievement.
12. What does Mrs. Gibbons say about the math team?
- (A) She is disappointed it did not win the competition.
 - (B) Its members did a lot of preparing for the event.
 - (C) She intends to recruit more students for it.
 - (D) It was successful against some much bigger teams.

Questions 13-18 are about the following note from the school administration.

Please be aware that the school is planning to field several athletic teams during the spring semester. The coaches have scheduled tryouts for these teams during the next two weeks. All tryouts run from 3:30 to 5:30. Here is the schedule:

Sport	Coach	Tryout Time	Note
Girls' Softball	Mrs. Marbut	Tues-Wed, March 2-3	Meet on the baseball field
Boys' Baseball	Mr. Powell	Wed-Thurs, March 3-4	Meet on the baseball field
Boys' Soccer	Mr. McCloud	Mon-Tues, March 8-9	None
Track and Field	Mr. Roberts	Wed-Thurs, March 10-11	Boys and girls may both participate.

There will not be a girls' soccer team this year. However, according to state rules, girls may participate in the boys' soccer team. All interested girls should speak with Coach McCloud prior to tryouts. The coaches have all agreed that any student may participate in two athletic teams so long as one is the track team. Those students wishing to play two sports must speak with both coaches prior to tryouts. Finally, all students must submit an injury release form to the coach of the team they want to play on. No students will be permitted to try out until it has been turned in.

13. What is this note mostly about?

- (A) When teams will play their games in the spring semester
- (B) How students can try out for athletic teams
- (C) Why the safety of all student-athletes is important
- (D) The upcoming schedule for athletic events

14. Which sport will have its tryouts on March 8?

- (A) Girls' softball
- (B) Boys' baseball
- (C) Boys' soccer
- (D) Track and field

15. Why does the author mention Coach McCloud?

- (A) To credit him with the decision to let girls play soccer
- (B) To tell the students that he is the new coach of the soccer team
- (C) To let girls know they should speak with him about playing soccer
- (D) To congratulate him for the achievements of the soccer team

16. Based on the passage, which is probably true about the school's coaches?

- (A) They communicate with one another.
- (B) They have worked there for several years.
- (C) They have good relationships with the students.
- (D) They coach teams that are successful.

17. According to the note, what must students do before they can try out for a team?

- (A) Get permission from their parents
- (B) Turn in a form to one of the coaches
- (C) Talk to the coach of the team
- (D) Make sure that their grades are sufficient

18. In line 10, the word it refers to _____.

- (A) the track team
- (B) an injury release form
- (C) the coach
- (D) the team

Questions 19-26 are about the following passage.

The Age of Exploration lasted from the early part of the fifteenth century to the early years of the seventeenth century. During that time, adventurers from throughout Europe sailed around the world. The majority of these men came from Spain, Portugal, and England. One of the greatest of all English adventurers during this time was Sir Francis Drake. He lived from 1540 to 1596. Drake accomplished a number of feats that led him to be highly revered in England, yet he was considered a pirate by people in other countries, particularly Spain.



After the New World was discovered by Christopher Columbus, the Spanish led the way in establishing colonies there. They were particularly dominant in Central America and South America. Their soldiers, called conquistadors, effectively defeated the Aztec and Inca empires. On account of their strength in the New World, the Spanish acquired a great amount of treasure. Thus there were constantly ships filled with treasure sailing across the Atlantic Ocean to Spain.

Many sailors from other countries tried to capture these ships. Drake was one of these men. In 1573, he and his crew engaged in an act of piracy against a convoy of Spanish ships. They managed to capture the ships near Panama. Seizing their treasure of gold and silver, Drake and his men returned to England. This act brought him to the attention of Queen Elizabeth. She sponsored another expedition of Drake's that sailed to the New World in 1577. Drake had five small ships and nearly 200 men. They raided Spanish holdings in South America and then sailed into the Pacific Ocean. There, Drake captured two Spanish treasure ships before sailing west across the Pacific. In September 1580, one of Drake's ships and fifty-six men reached home after having circumnavigated the world.

Drake was knighted by the queen in 1581. By then, he was considered the best and most daring sailor in England. In 1585, war broke out between England and Spain. Three years later, King Philip II of Spain sent an enormous fleet, called the Spanish Armada, to defeat England. Drake was made second in command of the English fleet that emerged victorious against the Spanish. A few years later, in 1595, Drake returned to the New World. This time, however, his luck ran out. He caught a disease and died in Panama in January 1596.

19. What is the passage mainly about?
- (A) The colonizing of the New World
 (B) The adventures of Sir Francis Drake
 (C) Queen Elizabeth and King Philip II
 (D) Acts of piracy by Sir Francis Drake
20. In line 9, the word revered is closest in meaning to _____.
- (A) feared
 (B) famed
 (C) noticed
 (D) regarded
21. Why does the author mention conquistadors?
- (A) To explain what the word means
 (B) To claim that they gathered a great amount of treasure
 (C) To note their defeat of two empires
 (D) To praise them for their fighting ability
22. According to the author, why did many sailors attempt to capture Spanish ships?
- (A) Their countries were at war with Spain.
 (B) They wanted to seize the ships' treasures.
 (C) They desired to enslave the Spanish sailors.
 (D) It was common for ships' crews to fight then.
23. What did Sir Francis Drake do in 1580?
- (A) He completed a trip around the world.
 (B) He destroyed a Spanish convoy in Panama.
 (C) He made plans to fight the Spanish Armada.
 (D) He attacked Spanish colonies in the New World.
24. According to the passage, all of the following are mentioned about Sir Francis Drake EXCEPT _____.
- (A) what the name of his ship was
 (B) when he was born and died
 (C) which country's sailors he often fought
 (D) how various people felt about him
25. What can be inferred from the passage about the Spanish Armada?
- (A) It sank a large number of English ships.
 (B) It lost to the English fleet that it fought.
 (C) It had more ships than any other fleet.
 (D) It was completely destroyed in two battles.
26. In line 32, the phrase ran out is closest in meaning to _____.
- (A) changed
 (B) escaped
 (C) removed
 (D) ended

Questions 27-34 are about the following passage.

There are a number of natural disasters that can strike across the globe. Two that are frequently linked to one another are earthquakes and tsunamis. Both of them can cause a great amount of devastation when they hit. However, tsunamis are the direct result of earthquakes and cannot happen without them.

5 The Earth has three main parts. They are the crust, the mantle, and the core. The crust is the outer layer of the Earth. It is not a single piece of land. Instead, it is comprised of a number of plates. There are a few enormous plates and many smaller ones. These plates essentially rest upon the mantle, which is fluid. As a result, the plates are in constant – yet slow – motion. The plates may move away
10 from or toward other plates. In some cases, they collide violently with the plates adjoining them. The movement of the plates causes tension in the rock. Over a long time, this tension may build up. When it is released, an earthquake happens.

Tens of thousands of earthquakes happen every year. The vast majority are so small that only scientific instruments can perceive them. Others are powerful
15 enough that people can feel them, yet they cause little harm or damage. More powerful earthquakes, however, can cause buildings, bridges, and other structures to collapse. They may additionally injure and kill thousands of people and might even cause the land to change its appearance.

Since most of the Earth's surface is water, numerous earthquakes happen be-
20 neath the planet's oceans. Underwater earthquakes cause the seafloor to move. This results in the displacement of water in the ocean. When this occurs, a tsunami may form. This is a wave that forms on the surface and moves in all directions from the place where the earthquake happened. A tsunami moves extremely quickly and can travel thousands of kilometers. As it approaches land, the water
25 near the coast gets sucked out to sea. This causes the tsunami to increase in height. Minutes later, the tsunami arrives. A large tsunami – one more than ten meters in height – can travel far inland. As it does that, it can flood the land, destroy human settlements, and kill large numbers of people.

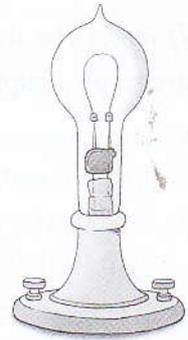


27. What is the passage mainly about?
- (A) How earthquakes and tsunamis occur
 - (B) What kind of damage natural disasters can cause
 - (C) Why tsunamis are deadlier than earthquakes
 - (D) When earthquakes are the most likely to happen
28. Which of the following statements does paragraph 1 support?
- (A) The most severe type of natural disaster is an earthquake.
 - (B) Earthquakes cause more destruction than tsunamis.
 - (C) A tsunami happens in tandem with an earthquake.
 - (D) Earthquakes frequently take place after tsunamis do.
29. In line 6, the word It refers to _____.
- (A) The mantle
 - (B) The core
 - (C) The crust
 - (D) The Earth
30. In line 11, the word adjoining is closest in meaning to _____.
- (A) approaching
 - (B) bordering
 - (C) residing
 - (D) appearing
31. Which of the following is true regarding the crust?
- (A) It is the smallest of the Earth's three layers.
 - (B) The mantle beneath it keeps it from moving too much.
 - (C) It is thicker on land than it is under the water.
 - (D) There are many separate pieces that make it up.
32. In line 14, the word perceive is closest in meaning to _____.
- (A) comprehend
 - (B) detect
 - (C) locate
 - (D) prevent
33. Which of the following is NOT mentioned in paragraph 3 about earthquakes?
- (A) How often powerful ones take place
 - (B) How severe the majority of them are
 - (C) What kind of damage they can cause
 - (D) How many people they typically kill
34. Based on the passage, what is probably true about tsunamis?
- (A) They kill more people each year than earthquakes.
 - (B) They can be deadly to people standing near shore.
 - (C) They are able to move as fast as the speed of sound.
 - (D) They cannot damage ships sailing on the ocean.

Questions 35-42 are about the following passage.

A large number of inventions require years of arduous research and development before they are perfected. For instance, Thomas Edison had to make more than 1,000 attempts to invent the incandescent light bulb before he finally succeeded. History is replete with numerous other examples of people trying, yet failing, to make inventions before they eventually succeeded. Yet some inventions have come about not through hard work but simply by accident.

In most cases, when someone unintentionally invented something, the inventor was attempting to create something else. For example, in the 1930s, chemist Roy Plunkett was attempting to make a new substance that could be used to refrigerate items. He mixed some chemicals together. Then, he put them into a pressurized container and cooled the mixture. By the time his experiment was complete, he had a new invention. It was not a new substance that could be used for refrigeration though. Instead, he had invented Teflon, which is today most commonly used to make nonstick pots and pans. Similarly, decades earlier, John Pemberton was a pharmacist in Atlanta, Georgia. He was attempting to create a tonic that people could use whenever they had headaches. While he was not successful in that endeavor, he managed to invent Coca-Cola, the world-famous carbonated soft drink.



Scientists have also made crucial discoveries by accident when they were conducting experiments. In 1928, Alexander Fleming discovered penicillin, an antibiotic, in this manner. He discovered some mold growing in a dish with some bacteria. He noticed that the bacteria seemed to be avoiding the mold. When he investigated further, he determined some of the many useful properties of penicillin, which has saved millions of lives over the past few decades. Likewise, in 1946, scientist Percy Spencer was conducting an experiment with microwaves. He had a candy bar in his pocket, and he noticed that it suddenly melted. He investigated and learned the reason why that had happened. Soon afterward, he built a device that could utilize microwaves to heat food: the microwave oven.



35. Which title best summarizes the main idea of the passage?
- (A) History's Most Important Inventions
 (B) Accidental Inventions and Discoveries
 (C) How to Become a Great Inventor
 (D) You Don't Always Get What You Want
36. In line 1, the word arduous is closest in meaning to _____.
- (A) detailed
 (B) tough
 (C) specific
 (D) constant
37. In line 4, the phrase replete with is closest in meaning to _____.
- (A) aware of
 (B) inspired by
 (C) full of
 (D) concerned about
38. In line 18, the word endeavor is closest in meaning to _____.
- (A) research
 (B) dream
 (C) request
 (D) attempt
39. What does the author say about Teflon?
- (A) People first used it as a refrigeration device.
 (B) It was created many years before Coca-Cola.
 (C) The man who made it was a pharmacist.
 (D) It is used for kitchenware nowadays.
40. Who was John Pemberton?
- (A) The person who made Teflon
 (B) The creator of Coca-Cola
 (C) The man who discovered penicillin
 (D) The inventor of the microwave
41. The author uses Alexander Fleming as an example of _____.
- (A) one of the most famous inventors in history
 (B) a person who made an accidental scientific discovery
 (C) someone who became a millionaire from his invention
 (D) a man who dedicated his life to medical science
42. What does the author imply about penicillin?
- (A) Doctors seldom use it nowadays.
 (B) Some people are not affected by it.
 (C) It is an invaluable medical supply.
 (D) Mold combines with bacteria to make it.

STOP

Practice Test

02

Listening Comprehension

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

Directions

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

Here is an example:



What does the girl mean?

- (A) She will meet the boy at band practice soon.
- (B) She is not going to be a member of the band.
- (C) She thinks that the band is no longer fun.
- (D) She has been a member of the band for a year.

The correct answer is (B), "She is not going to be a member of the band."

Here is another example:



What are the speakers talking about?

- (A) Their classes
- (B) Going on a trip
- (C) Spring break
- (D) An upcoming test

The correct answer is (C), "Spring break."

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

1. What happened to the girl's smartphone?
 - (A) One of her friends broke it.
 - (B) Her parents took it away from her.
 - (C) She left it on the bus.
 - (D) It stopped working for no reason.

2. Why does the teacher suggest that the girl write for the school newspaper?
 - (A) He thinks that she is a skilled writer.
 - (B) It would be a good experience for her.
 - (C) She can improve her research skills by doing that.
 - (D) He believes it could help her writing improve.

3. What are the speakers mainly discussing?
 - (A) The boy's stolen bike
 - (B) Their upcoming lunch
 - (C) The various thefts at the school
 - (D) How unsafe the school has become

4. What will the boy probably do next?
 - (A) Check on Tim's condition
 - (B) Refuse to give the teacher an answer
 - (C) Continue eating his lunch
 - (D) Tell the teacher who the bullies are

5. What does the girl imply about the boy?
 - (A) He gets low grades in his classes.
 - (B) He sometimes fails to tell the truth.
 - (C) He needs to improve his memory.
 - (D) He ought to apologize to Ms. Winkler.

6. What are the speakers mainly discussing?
 - (A) How good they are at spelling
 - (B) Their school experiences
 - (C) The spelling bee
 - (D) Their third period class

7. What does the teacher ask the students to do?
 - (A) Consider becoming exchange students
 - (B) Have lunch with her that day
 - (C) Make friends with the new student
 - (D) Hang out after school for a while

8. Why does the announcer mention Dr. Lewis Farber?
 - (A) To introduce him to the program
 - (B) To name him as the author of a new book
 - (C) To praise his most recent theory
 - (D) To compare his work with another author's

9. What will the teacher probably do next?
 - (A) Start a class discussion
 - (B) Talk about the Romans
 - (C) Describe who the Vikings were
 - (D) Discuss Christopher Columbus

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

10. What is the boy's role on the student newspaper?
- (A) He is a reporter.
 (B) He is a photographer.
 (C) He is a typesetter.
 (D) He is an editor.
11. What does the boy imply when he says: "But she had to quit for some reason"?
- (A) The student was unhappy when she quit.
 (B) He is unaware of why the student quit.
 (C) He did not want the student to quit.
 (D) He dislikes when people quit their jobs.
12. How does the boy know that the girl is a good writer?
- (A) He has read her writing before.
 (B) He knows that she gets good grades.
 (C) He has heard her teachers compliment her.
 (D) The girl told him that she writes well.
13. Why does the boy mention the football game?
- (A) To tell the girl who the team is playing
 (B) To advise the girl not to attend it
 (C) To instruct the girl to cover the game
 (D) To let the girl know that Jim is writing about it
14. Why does the boy want to do the project?
- (A) To satisfy his curiosity
 (B) To get some bonus points
 (C) To impress the teacher
 (D) To complete his homework assignment
15. What does the boy imply about Mr. Thompson's class?
- (A) He has been late for it before.
 (B) It is the hardest of all his classes.
 (C) He finds it to be interesting.
 (D) It is the least exciting class.
16. Why does the teacher suggest that the boy visit the library?
- (A) To check out a book she mentions to him
 (B) To find a quiet place to complete his work
 (C) To read some past lab reports by students
 (D) To get some ideas on the experiment he will do
17. What will determine how many points the boy gets on the project?
- (A) The type of experiment he does
 (B) The results of his experiment
 (C) How well he does the assignment
 (D) How quickly he submits his work

18. What does the teacher imply when she says: "The bell is about to ring"?
- (A) She wants to continue their talk later.
 - (B) School is going to end in a few moments.
 - (C) The boy is going to be late for class.
 - (D) She is going to give a test in her next class.
19. What are the speakers mainly talking about?
- (A) What being on the baseball team is like
 - (B) How hard getting chosen for the baseball team is
 - (C) When baseball tryouts are going to begin
 - (D) Which teams are the toughest to play
20. What happened to the baseball team last year?
- (A) It won more games than it lost.
 - (B) Two of its top players graduated.
 - (C) The team made the state playoffs.
 - (D) It played most of its games at other schools.
21. How close are most of the away games?
- (A) Less than thirty minutes away
 - (B) Less than an hour away
 - (C) Less than two hours away
 - (D) More than two hours away
22. What can be inferred about Jimmy?
- (A) He is a player of average ability.
 - (B) He wants to be the team's pitcher.
 - (C) He does not have a part-time job.
 - (D) His grades have gone down this year.
23. What are the students mainly talking about?
- (A) The work that the boy has to do
 - (B) The girl's desire for an easier schedule
 - (C) The girl's extracurricular activities
 - (D) The boy's interest in being on the yearbook committee
24. What does the boy imply about extracurricular activities?
- (A) He is doing too many of them.
 - (B) He wants to take part in them.
 - (C) He is thinking about quitting one of them.
 - (D) He is going to start doing a new one.
25. According to the girl, which is her busiest extracurricular activity?
- (A) The basketball team
 - (B) The school newspaper
 - (C) The yearbook committee
 - (D) The math team
26. What does the girl say about the yearbook committee?
- (A) It will become busier next semester.
 - (B) She goes to meetings for it twice a week.
 - (C) It is not as exciting as the math club.
 - (D) She has to write one article a week for it.
27. What is the subject of the discussion?
- (A) The Earth's oceans
 - (B) The Gulf Stream
 - (C) Where currents flow
 - (D) Currents and climate

28. Why does the boy mention the Gulf Stream?
- (A) To bring up an important point
 - (B) To ask what exactly it is
 - (C) To answer the teacher's question
 - (D) To prove that he knows where it flows
29. Why does the water in the Gulf Stream become progressively cooler?
- (A) Because of the action of the wind
 - (B) Because of the cold water it flows through
 - (C) Because of the changing seasons
 - (D) Because of the depth that it flows
30. What will the teacher probably do next?
- (A) Continue talking about currents
 - (B) Dismiss the class for the day
 - (C) Assign the students some homework
 - (D) Ask the students another question
31. What is the main topic of the teacher's talk?
- (A) The desire of many Texans to be independent
 - (B) The war between Texas and Mexico
 - (C) Some famous Texans at the Alamo
 - (D) The battle that happened at the Alamo
32. What does the teacher imply about the Mexicans?
- (A) They lost a war that they easily could have won.
 - (B) They were right to be upset with the Texans.
 - (C) Their leader, Santa Anna, was not effective.
 - (D) They never should have sent an army to Texas.
33. Why does the teacher mention James Bowie and Davy Crockett?
- (A) To give a brief biography of each man
 - (B) To name two famous men at the Alamo
 - (C) To compare their leadership with Santa Anna's
 - (D) To claim that they were the Texans' leaders
34. What is the purpose of the lecture?
- (A) To provide some facts about the dingo
 - (B) To prove that the dingo is a unique animal
 - (C) To compare the dingo with the dog
 - (D) To note the dingo's eating habits
35. What does the teacher suggest about the dingo?
- (A) It is a relatively small mammal.
 - (B) It is not native to Australia.
 - (C) It can run faster than most humans.
 - (D) It lacks the ability to swim.
36. According to the teacher, what is true about the dingo?
- (A) It can weigh up to twenty kilograms.
 - (B) It reproduces once every few years.
 - (C) It is active at night and sleeps in the day.
 - (D) It hunts other animals and eats them.
37. How is the dingo similar to the wolf?
- (A) It hunts animals bigger than it.
 - (B) It has short fur.
 - (C) It mates frequently.
 - (D) It travels in packs.

38. What is the teacher mainly discussing?
- (A) The solar system
 - (B) The sun
 - (C) The planets
 - (D) The galaxy
39. Why does the teacher talk about the outer planets?
- (A) To compare them with the inner planets
 - (B) To focus on their compositions
 - (C) To note their quick rotations
 - (D) To stress how far from the sun they are
40. What is another name for the inner planets?
- (A) The Venusians
 - (B) The Jovians
 - (C) The terrestrial planets
 - (D) The gas giants
41. According to the teacher, which planet has the most moons?
- (A) Jupiter
 - (B) Saturn
 - (C) Uranus
 - (D) Neptune
42. What can be inferred about Saturn?
- (A) It is nearly as large as Jupiter.
 - (B) It is considered a gas giant.
 - (C) It has a core that is rocky.
 - (D) It orbits the sun in fewer than ten years.

STOP

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. While some forest fires

(A) cause
(B) causing
(C) are caused
(D) will cause

 by humans, most of them happen due to

lightning striking the ground during a region's dry season. In fact, some places

2.

(A) accept
(B) endure
(C) permit
(D) strike

 forest fires on a yearly basis.

The correct answer to Sample 1 is (C), "are caused." The correct answer to Sample 2 is (B), "endure."

Questions 1-4 refer to the following advertisement.

This Friday night at seven o'clock, the drama club is pleased

1. (A) presenting the production
(B) for presenting this production
(C) with the present production
(D) to present a production of Shakespeare's *As You Like It*. The student cast has

2. worked hard (A) performing
(B) rehearsing
(C) remembering
(D) observing for the play for the past two months and would

appreciate a big crowd at the performance. Tickets cost \$5 and may be purchased from the school's front office or at the door prior to the beginning of the play. The lead actor is

3. Ryan McClellan while Katie Burgess has the lead female role. The play (A) directs
(B) is directing
(C) is directed
(D) will direct

by Edward Holliman, the school's art teacher. Please be sure to

4. (A) set aside some time
(B) setting aside the time
(C) set some of the time aside
(D) setting some time aside on Friday night to support the cast. The play will be

held in the school's auditorium.

Questions 5-8 refer to the following announcement.

5. This spring semester, the school is going to (A) register
(B) delay
(C) suspend
(D) detain classes for two weeks.

From Monday, April 6, to Friday, April 17, there will be no classes. Instead, students will spend those two weeks interning at local businesses. A number of area businesses

6. (A) in several different fields
(B) with several differences in fields
(C) for the several different fields
(D) by several of the different fields have agreed to take on student interns.

These include some local hospitals, colleges, libraries, and government offices. By doing these internships, students will be able to get hands-on experience at jobs

7. (A) what they can do
(B) which they are doing
(C) that they may do
(D) how they are doing in the future. Students may also feel free to arrange their own

internships. Contact Mr. Ferguson or Mr. Whittaker for more information. We hope it

8. will be (A) a big success
(B) a bigger success
(C) the biggest success
(D) as big a success as than last year's attempt at the same program.

Questions 9-12 refer to the following diary entry.

Dear Diary,

I'm really looking forward to tomorrow's field trip to Mercy Hospital.

9.

(A) In addition to the schedule
(B) Consequently, the schedule
(C) According to the schedule
(D) Nevertheless, with the schedule

 Ms. Lewis gave the class, we are going to

10. spend time

(A) to five departments.
(B) in up to five departments.
(C) by five of the departments.
(D) for all five departments.

 Among them are the cancer ward, the

emergency room, and the physical therapy section. For the past couple of years, I have considered becoming a doctor in the future. Actually seeing some doctors at work should

11. help me

(A) final
(B) finally
(C) finalize
(D) finalization

 my decision. I might decide that being a doctor is not the

profession for me. Or I might see all of the doctors at work and feel that I simply must

12. become one. Who knows

(A) what will happen?
(B) when it happens?
(C) where it happens?
(D) how they will happen?

 I guess I need to wait until

tomorrow to find out.

Questions 13-20 refer to the following letter.

Dear Helgar,

13. I would like to welcome you to our school. I know that being an

- (A) exchange
- (B) exchanges
- (C) exchanged
- (D) exchanging

student can be difficult, especially when you are so far away from your home.

14. As you may have heard, the Thanksgiving holiday is

- (A) improving.
- (B) happening.
- (C) approaching.
- (D) passing.

I am aware that

it isn't celebrated in Germany, but it's a very important holiday in the United

15. States. It is an occasion

- (A) where families gather in America
- (B) that the American families gather
- (C) what gathers American families
- (D) when American families gather

to spend time with one

another and enjoy a variety of food. If you have nothing planned for that day,

16. I would like to

- (A) invite
- (B) require
- (C) let
- (D) insist

you to visit my home for Thanksgiving. My entire family

17. is planning to be there, so you will

- (A) getting us to hang out.
- (B) hanging out with us.
- (C) hang out by getting with us.
- (D) get to hang out with us.

My mother

18. is considered (A) the better
(B) one of the best
(C) as good as
(D) the best cooks in the city, so you will get a great

19. (A) introduction
(B) recipe
(C) lesson
(D) feast to traditional American home cooking. I hope you can come as I am

20. positive that you (A) have
(B) are having
(C) will have
(D) have had a wonderful time. Let me know if you are interested.

Sincerely,

Greg Foster

Questions 21-26 refer to the following newspaper article.

These days, there are many students who do not attend physical schools but

21. instead stay home,

- (A) why it is homeschooling.
- (B) what is a homeschool.
- (C) who does homeschooling.
- (D) where they are homeschooled.

While these students

22.

- (A) primarily
- (B) solely
- (C) relatively
- (D) cautiously

study at their homes, they sometimes visit their local schools.

One reason for this concerns athletics. In many American states, homeschooled students are permitted to play on their local schools' athletic teams. This is good news for the schools

23. because a lot of homeschoolers are

- (A) exception
- (B) exceptions
- (C) exceptional
- (D) exceptionally

athletes. The students who attend

actual schools are mostly accepting of the homeschoolers. They usually have no problems

24. with them and are often simply

- (A) upset
- (B) curious
- (C) worried
- (D) hostile

about what it is like not to go to school.

So they tend to bombard the homeschoolers with numerous questions. The homeschoolers

25. also
- | |
|--------------------------|
| (A) benefit |
| (B) benefitted |
| (C) benefitting |
| (D) will have benefitted |
- by mingling with the students at school. Some of them

26. rarely spend time
- | |
|---------------------------------------|
| (A) for individuals of their age. |
| (B) of the individuals who have aged. |
| (C) with other individuals their age. |
| (D) by individuals that age. |
- So it helps them develop their

social skills if they can hang out and play sports with other kids.

Questions 27-34 refer to the following part of a student's essay.

Thanks to the Hubble Space Telescope, our knowledge of the universe has

27. increased tremendously. The telescope was put into

- (A) revolution
- (B) orbit
- (C) rotation
- (D) atmosphere

by one

28. of the space shuttles in 1990. Since then, it

- (A) transmit
- (B) is transmitting
- (C) transmitted
- (D) has been transmitting

high-quality

pictures to Earth. The Hubble is superior to Earth-based telescopes

29. for a couple of reasons. The first concerns

- (A) both the size and quality
- (B) either the size or the quality
- (C) neither has size nor quality
- (D) not only sizes but also qualities

30. of the mirror

- (A) what is scanning the skies.
- (B) they have to scan the skies.
- (C) it uses to scan the skies.
- (D) how it is used by scanning the skies.

The second is that, as the

Hubble is located in outer space, there is no interference from Earth's atmosphere.

This interference causes distortion in the images of ground-based telescopes, which

31. can cause them
- | |
|-------------------------------------|
| (A) to produce blurry images. |
| (B) producing blurry images. |
| (C) produce images that are blurry. |
| (D) production of blurry images. |
- Unfortunately, the Hubble

is aging, and a replacement is needed. I strongly believe that the government

32. should spend the necessary
- | |
|-----------------|
| (A) materials |
| (B) accounts |
| (C) ingredients |
| (D) funds |
- to manufacture a telescope that can be

33. launched into space
- | |
|------------------------------|
| (A) sooner than possible. |
| (B) as soon as possible. |
| (C) the soonest possible. |
| (D) sooner than is possible. |
- By doing that,

- 34.
- | |
|----------------------------------|
| (A) continuing to learn, we can |
| (B) we can continue to learn |
| (C) we have continued learning |
| (D) we, continuing to learn, can |
- more about the solar system, galaxy, and universe itself.

Questions 35-42 refer to the following magazine article.

35. The origins of the majority of sports are

- (A) unique
- (B) known
- (C) entertaining
- (D) hazy

because no one is

quite sure when and how they were invented. However, the same cannot be said about

36. basketball. Its origins are both well known and

- (A) documented.
- (B) applied.
- (C) certified.
- (D) historical.

37.

- (A) Basketball, a sport
- (B) Basketball, the sport
- (C) The sport of basketball
- (D) Sports and basketball

was invented by Dr. James Naismith in December 1891.

Naismith was a physical education instructor at the YMCA in Springfield, Massachusetts.

38. Since winters in that region of Massachusetts tended

- (A) to be cold and snowy,
- (B) coldness and snow,
- (C) cold and snow,
- (D) being cold and snowy,

Naismith wanted to create a sport that men could play indoors in a gymnasium. He came

39. up with the idea of basketball and made

- (A) rules basically for ten games.
- (B) the basic rules for ten games.
- (C) ten games and their basic rules.
- (D) ten basic rules for the game.

40. Several of these rules are ones (A) how they were used today.
(B) that are still utilized today.
(C) where people are using them today.
(D) what were utilized today. The men used

a soccer ball and peach baskets for hoops. The baskets had bottoms, so play was

41. (A) skipped
(B) penalized
(C) expressed
(D) halted each time a person made a basket. From those

42. (A) humble
(B) humbles
(C) humbled
(D) humbling origins came the game of basketball, which is one of the most popular

games in the world today.

STOP

Reading Comprehension

Directions

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

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

Sample Text

Erosion is one of nature's most powerful forces. It can happen in many ways, including through the wind, rain, snow, and ice. Erosion frequently takes place over a long period of time. This is how canyons and deserts are often created. Yet it is also possible for erosion to take place overnight.

Sample Question 1

What is this text mostly about?

- (A) How deserts are created
- (B) A natural force
- (C) Canyons and deserts
- (D) Wind erosion

The correct answer is (B), "A natural force."

Sample Question 2

Which of the following is true regarding erosion?

- (A) It can happen in many ways.
- (B) Water most commonly causes it.
- (C) It can create deserts overnight.
- (D) It is stronger than anything in nature.

The correct answer is (A), "It can happen in many ways."

STOP

Questions 1-6 are about the following note.

Please read the following carefully as it describes my expectations of you during this class.

Everyone must do the reading assignments since we will have class discussions. Your participation in these discussions will be a part (ten percent) of your grade in my class. In addition, we will have one written homework assignment each week. In most cases, it will be a short (3-page) paper on a topic we are studying. You will be graded on these assignments. We will have four tests during the semester. Each one will be worth twenty percent of your final grade.

There will be times when I will call on you during class. Please attempt to answer my inquiries. Do not simply confess that you do not know the correct response. I expect everybody to try hard in my class. Furthermore, I want you all to take notes during my class. I will provide you with an outline of the material we will study each day; however, you need to write down the important information that I mention in your notebooks. I welcome questions in class and urge you to ask them if you ever fail to understand something.

1. What is the note mainly about?
- (A) The teacher's expectations for the students in class
 - (B) How the students can get a high grade from the teacher
 - (C) The type of homework the students will have to do
 - (D) What the teacher's grading style for the class is
2. Based on the note, what is probably true about the students' homework assignments?
- (A) The teacher will grade and return them within two days.
 - (B) They are worth a small percentage of the students' final grades.
 - (C) The students are expected to write them by hand.
 - (D) Some students will have to read their papers to the class.
3. Which of the following is NOT mentioned in the note about something that the students will be graded on?
- (A) Homework assignments
 - (B) Attendance
 - (C) Tests
 - (D) Class participation
4. In line 10, the word inquiries is closest in meaning to _____.
- (A) investigations
 - (B) demands
 - (C) examinations
 - (D) questions
5. In line 10, the word confess is closest in meaning to _____.
- (A) blame
 - (B) admit
 - (C) decide
 - (D) falsify
6. What does the teacher say about taking notes?
- (A) The students should take all of their notes in outline form.
 - (B) It is permissible for students to use laptops to take notes.
 - (C) The teacher wants students to write them in their notebooks.
 - (D) The students have to show the teacher their notebooks at times.

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Questions 7-12 are about the following schedule.

A schedule for the school's newest clubs was released last Friday. Since that time, there have been a few changes to the schedule. Please look at the following changes and take note of them, especially if you are considering joining one of the clubs. As these are the initial meetings, students who desire to join these clubs must be present; otherwise, they will not be allowed to join. All of the days in the schedule are this week.

Club	Faculty Advisor	Meeting Time	Change
Geography Club	John Collins	Thursday, 2:00	Meeting time is different
Photography Club	Susan Smith	Thursday, 2:00	Will meet in room 101, not room 110
Chemistry Club	Emily Jenkins	Friday, 11:00	Is no longer free of charge/ requires \$40 membership fee
History Club	Redge Thagard	Friday, 3:00	Meeting day is different

In addition, the chess club and the hiking club have both been cancelled this year due to a lack of interest. Fewer than the required number of students signed up for both clubs, so they will not exist during the fall and spring semesters. If more students express an interest in them next year, they will be reinstated.

7. What is the purpose of the schedule?
- (A) To mention some of the school's newest clubs
 - (B) To advise students on which clubs to join
 - (C) To let students know about their faculty advisors
 - (D) To make students aware of some recent changes
8. What does the author point out by writing that students should take note of the following changes in line 2?
- (A) They need to memorize all of the changes that occurred.
 - (B) They should be aware of the changes that were made.
 - (C) They ought to write down the changes that happened.
 - (D) They have to tell their classmates about the changes.
9. What can be inferred from the schedule about the photography club?
- (A) It will provide all of its members with cameras.
 - (B) It is going to focus mostly on digital photography.
 - (C) Its members cannot belong to the geography club.
 - (D) Susan Smith will hold its meetings in her classroom.
10. According to the passage, all of the following clubs will exist this year EXCEPT _____.
- (A) the hiking club
 - (B) the geology club
 - (C) the history club
 - (D) the chemistry club
11. In line 8, the word express is closest in meaning to _____.
- (A) demand
 - (B) foresee
 - (C) show
 - (D) approve of
12. In line 9, the word they refers to _____.
- (A) the required number of students
 - (B) both clubs
 - (C) the fall and spring semesters
 - (D) more students

Questions 13-18 are about the following article in the newspaper.

Last weekend, six students from the Donoho School went on a fascinating trip back in time. These students accompanied Jacksonville State University professor William Bannister on a fossil hunt.

5 The students, professor, and three graduate assistants headed to a valley near Cheaha Mountain. The valley was not previously known to have any fossils in it. However, two months ago, some campers in the valley stumbled upon some bones sticking out from the ground. When they brought them to the museum, they were told that the bones were those of a brontosaurus, a species of dinosaur.

10 Thanks to a generous grant from the Damke Foundation, the students were able to accompany the professor on his dig. They spent most of both Saturday and Sunday carefully digging in the area.

"We found a few bones," said Wendy Jacobs, a Donoho senior. "We're not sure which animal they're from, but the professor assured us they were from a dinosaur."

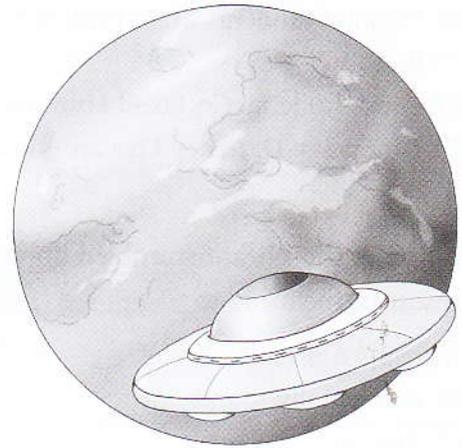
15 The students, all of whom intend to major in science at college, are looking forward to returning this coming weekend. "There's enough money in the grant for the next month, so we should get to return at least three more times," said Donoho student Philip Peters.

13. What would be the most appropriate headline for this article?
- (A) Dinosaur Fossils Found near Cheaha Mountain
 - (B) Donoho Students Meet Professor Bannister
 - (C) Local Students Go Fossil Hunting
 - (D) Dinosaurs: Did They Live around Here?
14. In line 6, the phrase stumbled upon is closest in meaning to _____.
- (A) tripped on
 - (B) accidentally found
 - (C) dug up
 - (D) conducted research on
15. In line 7, the word them refers to _____.
- (A) three graduate assistants
 - (B) any fossils
 - (C) some campers
 - (D) some bones
16. Why does the author mention the Damke Foundation?
- (A) To claim it has an interest in dinosaurs
 - (B) To note a group that is financing the students
 - (C) To focus on its relationship with the Donoho School
 - (D) To claim that it sponsors many local digs
17. Who is Wendy Jacobs?
- (A) A student at Jacksonville State University
 - (B) One of Professor Bannister's graduate assistants
 - (C) A fourth-year student at the Donoho School
 - (D) A representative of the Damke Foundation
18. According to the article, when will the students go back to the dig site?
- (A) Within a week
 - (B) In two months
 - (C) During summer vacation
 - (D) Next autumn

Questions 19-26 are about the following passage.

Mars has captured the imaginations of people since ancient times. People have long wondered if the planet is home to alien life. Over the years, a number of theories concerning this matter have arisen.

In the nineteenth century, there were finally telescopes made that could closely examine at the surface of the Red Planet. While looking at Mars, an Italian astronomer saw many straight channels on its surface. These were most likely caused by the action of either the wind or water in the distant past. When he published his observations, he used the Italian word *canali*, which means “channels.” However, English-speaking astronomers interpreted the word as “canals” and assumed that he was referring to something akin to manmade canals on Earth.



An American astronomer, Percival Lowell, believed that these “canals” had been built by a race of intelligent beings that had lived – and might still be living – on Mars. The result of that highly publicized claim was that a great number of myths about Mars suddenly arose. For instance, H. G. Wells wrote *The War of the Worlds*, a book about a Martian invasion of Earth, in 1898. Over the next few decades, Mars and Martians featured in countless science fiction stories, movies, and TV shows.

Years later, in the 1960s and 1970s, the United States sent several satellites to investigate Mars more closely. The satellites found no canals, but one picture suddenly ignited a great deal of interest in Mars. In 1976, *Viking 1* took a snapshot of the Martian surface. In the picture was what appeared to be an enormous human face. It was so large that it measured more than three kilometers long. This convinced people that there was – or had been – intelligent life on Mars.

In 2001, however, the mystery of the Martian face was solved by *Mars Global Surveyor*. The pictures that it transmitted proved that the face was just a mesa, a type of geological formation. As for the “eyes, nose, and mouth” of the face, they were merely shadows. Despite this proof, many people are still convinced that signs of life could be found on Mars someday.

19. What is the best title for the passage?
- (A) The Martian Face and Other Mysteries
 (B) What Are Martians Thought to Look Like?
 (C) Martian Civilization: What Happened to It?
 (D) Mars and the Belief That Life Exists on It
20. Which of the following can be inferred from the passage about Mars?
- (A) It is farther from the sun than Earth.
 (B) One of its nicknames is the Red Planet.
 (C) Humans hope to visit it someday.
 (D) It almost surely had life on it at some point.
21. In line 15, the phrase akin to is closest in meaning to _____.
- (A) useful to
 (B) resembling
 (C) imitated by
 (D) precisely like
22. The author uses *The War of the Worlds* as an example of _____.
- (A) evidence supporting the possibility of life on Mars
 (B) a work inspired by thoughts of Mars
 (C) a story based on Percival Lowell's work
 (D) a bestselling novel and movie
23. What does the author point out by writing that a picture ignited a great deal of interest in Mars in line 25?
- (A) Schools focused on educating students on Mars.
 (B) More pictures of Mars became available.
 (C) People wanted more satellites to be sent to Mars.
 (D) Many people began to think about Mars.
24. What does the author say about the Martian face?
- (A) It was discovered by a satellite.
 (B) It proved there was life on Mars.
 (C) It was found near some channels.
 (D) It is located near some mesas.
25. What did *Mars Global Surveyor* do?
- (A) It searched for hidden canals on Mars.
 (B) It mapped part of the surface of Mars.
 (C) It showed what the Martian face really was.
 (D) It looked for signs of life on Mars.
26. In line 30, the word it refers to _____.
- (A) the mystery
 (B) the Martian face
 (C) *Mars Global Surveyor*
 (D) a mesa

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Questions 27-34 are about the following story.

"Jeremy, how do you manage to do it?" asked Don.

"What are you talking about, Don?" Jeremy responded with a confused look on his face.

"Don't play dumb," responded Don. "I'm talking about how you always seem to get the highest grade in every class. I mean, no one but you got higher than a 92 on the science test Mrs. Sellers just gave us back."

Don was feeling rather upset because he had gotten a 75 on his science test while Jeremy had received a 99. Even worse, Jeremy had told him that he had not studied for the test.

"Well, I actually do a lot of things," responded Jeremy.

"Don't just sit there silently. Spill the beans, and fill me in," demanded Don. "I'm tired of studying for hours at a time only to get C's and B's. I want to start getting A's like you."

"Okay," said Jeremy. "Here's my secret . . . I pay attention in class, and I take good notes. That's really all there is to it."

"But I do the same thing," insisted Don.

"Do you?" Jeremy said with a knowing look on his face. "I seem to remember looking over at your desk in history class the other day only to see you with your head on it. You even started snoring at one point."

"Oh, yeah. Right. I had forgotten about that," said Don. "But that was only one time."

"And don't forget how, in math and English class yesterday, you were listening to music instead of taking notes," Jeremy continued.

"Er . . ." responded Don.

"Look, Don. It's really simple. If you take notes in class, pay attention, and then re-view your notes at home later the same night, you will be able to remember practically everything. Assuming you do that, you won't have to study the night before a test, but you'll still do well," stated Jeremy.

"I don't know," said Don with a skeptical look. "It just seems strange to me."

"Try my way for a week and see what happens," said Jeremy. "I'll even lend you my notes . . . but only if you don't fall asleep and don't listen to music in class anymore."

"It's a deal," said Don with a smile.



27. What would be the best title for the story?
- (A) The Best Student at School
 (B) The Secret to Jeremy's Success
 (C) Two Friends: Don and Jeremy
 (D) Don and His School Performance
28. Why is Don in a bad mood?
- (A) His teacher yelled at him for sleeping in class.
 (B) He cannot understand the class material.
 (C) He forgot to study for his science test.
 (D) He performed poorly on a recent test.
29. In line 4, the phrase play dumb is closest in meaning to _____.
- (A) act in a silly manner
 (B) pretend not to know something
 (C) forget how to speak
 (D) make fun of someone
30. Based on the passage, what is probably true about Jeremy?
- (A) He wants Don to do better than him in class.
 (B) He is willing to tutor Don in some of his classes.
 (C) He doubts that Don tries as hard as he claims to.
 (D) He is lying to Don when he says he does not study.
31. According to the passage, all of the following statements are true about Don EXCEPT _____.
- (A) he fell asleep in his history class
 (B) he is displeased with his performance in science
 (C) he ignored the teacher in his math class
 (D) he got a low grade on his English test
32. What does Jeremy tell Don to do?
- (A) Study for several hours the night before a test
 (B) Go over his notes at home every night
 (C) Start reviewing three days before a test
 (D) Ask his teachers how to get good study habits
33. In line 28, the word skeptical is closest in meaning to _____.
- (A) doubtful
 (B) amused
 (C) confused
 (D) understanding
34. What does the author imply about Don?
- (A) He will develop better study habits than Jeremy.
 (B) He is hoping to go to a good college.
 (C) He intends to follow Jeremy's advice.
 (D) He prefers playing sports to studying.



Questions 35-42 are about the following passage.

The Great Lakes are the largest group of freshwater lakes in the world. All five are located on the border between Canada and the United States. The names of the Great Lakes are Erie, Ontario, Michigan, Huron, and Superior. The smallest of the group is Lake Ontario while Lake Superior is the largest. Lakes Ontario, Erie, Huron, and Superior are shared by Canada and the United States. Lake Michigan, however, lies entirely within the borders of the United States.

Geologically speaking, the Great Lakes are relatively young. They were formed about 10,000 years ago due to the action of receding glaciers. At the time of their creation, massive glaciers – some several kilometers thick – were retreating as they melted and the last ice age came to an end. The great weight of the ice sheets gouged out enormous holes in parts of the land. Then, the melting ice turned into water and filled in the holes with water. In this way were the Great Lakes formed. The Great Lakes have a combined surface area of more than 240,000 square kilometers. There are also around 35,000 islands in the lakes, yet most of them are quite small. Lake Superior is the deepest at more than 400 meters in places. But most of the Great Lakes average less than 100 meters in depth. Due to their immense size, the Great Lakes comprise around 21% of the entire planet's supply of fresh water.

All five of the lakes are connected by both rivers and channels that run between them. The entire system flows to the Atlantic Ocean by way of the St. Lawrence River in Canada. Together with the St. Lawrence River, the Great Lakes form the largest inland waterway in the world. As a result, millions of people live near the Great Lakes. Among the major cities that lie alongside them are Chicago, Toronto, Detroit, Milwaukee, Cleveland, and Buffalo. Each year, thousands of ships transport billions of dollars worth of goods through the numerous ports along the Great Lakes. This has transformed many port cities into major transportation centers in Canada and the United States.



35. What is this passage mostly about?
- (A) The formation of the Great Lakes
 (B) The cities around the Great Lakes
 (C) The geography of the Great Lakes
 (D) The sizes of the Great Lakes
36. Which of the Great Lakes is the biggest?
- (A) Lake Huron
 (B) Lake Superior
 (C) Lake Erie
 (D) Lake Ontario
37. In line 8, the word receding is closest in meaning to _____.
- (A) retreating
 (B) removing
 (C) revitalizing
 (D) resulting
38. Which of the following is NOT mentioned as a cause of the formation of the Great Lakes?
- (A) The end of the ice age
 (B) The movement of glaciers
 (C) The melting of ice
 (D) The falling of rain and snow
39. Which of the following is true regarding the islands in the Great Lakes?
- (A) More than 240,000 have been identified.
 (B) Some are more than 400 meters long.
 (C) There are tens of thousands of them.
 (D) Most of them are extremely large.
40. In line 17, the word immense is closest in meaning to _____.
- (A) variable
 (B) huge
 (C) considerate
 (D) relative
41. Why does the author talk about the St. Lawrence River?
- (A) To point out that it flows entirely through Canada
 (B) To state that there are many channels connecting it to the Great Lakes
 (C) To mention that it connects the Great Lakes with the Atlantic Ocean
 (D) To claim that it is too narrow for some ships to sail on
42. According to the passage, which is true about the port cities that are beside the Great Lakes?
- (A) All of them have increasing populations.
 (B) The same kinds of goods are transported in them.
 (C) They serve as important transportation centers.
 (D) Some of them are also manufacturing centers.

STOP

Practice Test

03

Listening Comprehension

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

Directions

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

Here is an example:



What does the girl mean?

- (A) She will meet the boy at band practice soon.
- (B) She is not going to be a member of the band.
- (C) She thinks that the band is no longer fun.
- (D) She has been a member of the band for a year.

The correct answer is (B), "She is not going to be a member of the band."

Here is another example:



What are the speakers talking about?

- (A) Their classes
- (B) Going on a trip
- (C) Spring break
- (D) An upcoming test

The correct answer is (C), "Spring break."

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

1. Which picture set does the girl say she will purchase?
 - (A) The simple set
 - (B) The standard set
 - (C) The deluxe set
 - (D) The all-inclusive set

2. What will the teacher probably do next?
 - (A) Change the girl's grade
 - (B) Give the girl back her homework
 - (C) Punish the girl
 - (D) Read the student's paper

3. What are the speakers mainly discussing?
 - (A) Rock music
 - (B) Their school lives
 - (C) Volleyball
 - (D) The new student

4. How does the principal punish the boy?
 - (A) By giving him detention
 - (B) By suspending him from school
 - (C) By making him pay a fine
 - (D) By having him clean off the wall

5. Why does the teacher mention that it is the first week of school?
 - (A) To encourage the student
 - (B) To get the student to change classes
 - (C) To advise the student not to fall behind
 - (D) To praise the student for her work

6. Why is the boy talking about the school picnic?
 - (A) To warn the girl to be sure not to miss it
 - (B) To tell the girl what she missed the day before
 - (C) To remind the girl that it will happen soon
 - (D) To ask the girl what she wants to do then

7. What is the purpose of the announcement?
 - (A) To instruct the students on how to do their work
 - (B) To congratulate the students on their achievement
 - (C) To advise the students on which classes to take
 - (D) To compliment the students on their choice of schools

8. What does the man suggest about a recession?
 - (A) It does not last as long as a depression.
 - (B) It is a period of economic hardship.
 - (C) It can result in decreasing unemployment.
 - (D) It affects the middle class the most.

9. What will the teacher probably do next?
 - (A) Ask the students a question
 - (B) Continue describing the periodic table
 - (C) Tell the students what an element is
 - (D) Give an explanation of hydrogen

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

10. What are the speakers mainly discussing?
- (A) The girl's failure to contribute to the class
 - (B) The grade that the girl is currently getting
 - (C) The girl's inability to remember any answers
 - (D) The fact that the girl speaks too much in class
11. What can be inferred about the girl?
- (A) She is one of the top students at the school.
 - (B) She enjoys speaking with her teachers.
 - (C) She is quiet in all of her classes.
 - (D) She has not been studying much lately.
12. What does the girl say about herself?
- (A) She can get nervous in class at times.
 - (B) She rarely knows the answers in the teacher's class.
 - (C) She will study harder in the future.
 - (D) She thinks she understands the material well.
13. What is the teacher going to do in their next class?
- (A) Give the students a test
 - (B) Ask the girl a direct question
 - (C) Have the girl give a presentation
 - (D) Ask the students to speak more often
14. What did the boy stop doing this year?
- (A) All of his extracurricular activities
 - (B) Participating in the soccer team
 - (C) His part-time job
 - (D) All of his club memberships
15. How does the teacher probably feel when she says this: "Focus on your grades?"
- (A) She is surprised.
 - (B) She is disappointed.
 - (C) She is impressed.
 - (D) She is concerned.
16. What is probably true about the boy?
- (A) He is a star athlete.
 - (B) He works harder than most students.
 - (C) He is an outstanding student.
 - (D) He works part time on weekends.
17. Why does the teacher talk about the best colleges in the country?
- (A) To encourage the boy to apply to several of them
 - (B) To say that they offer scholarships
 - (C) To note what they look for when students apply to them
 - (D) To state that applying to them is a waste of the boy's time

18. What will the student probably do next?
- (A) Continue studying in the library
 - (B) Meet with Coach Patterson
 - (C) Complete his college application
 - (D) Inquire about some club memberships
19. What does the girl mean when she says this: "Spill it"?
- (A) The boy needs to be more careful in the future.
 - (B) She wants the boy to tell her what happened.
 - (C) She thinks that the boy is trying to avoid her.
 - (D) The boy needs to apologize to Ms. Hooper.
20. What traffic violation does the boy say that he committed?
- (A) He drove above the speed limit.
 - (B) He ran a red light.
 - (C) He ignored a stop sign.
 - (D) He did not turn his headlights on.
21. According to the boy, why did Ms. Hooper drive back to school?
- (A) The weather was too bad for the boy to drive in.
 - (B) She wanted to show the boy how to drive properly.
 - (C) The boy was too frightened to drive anymore.
 - (D) She disliked how the boy drove.
22. What can be inferred about the boy?
- (A) He lacks experience driving a car.
 - (B) He is going to graduate this year.
 - (C) He is close friends with the girl.
 - (D) He is afraid to talk to Ms. Hooper again.
23. What are the speakers talking about?
- (A) Why the boy's grade on his paper is low
 - (B) How the boy can improve his writing
 - (C) When the boy needs to submit his paper
 - (D) How the boy can get a higher grade
24. According to the teacher, what did the boy do wrong on his book report?
- (A) He wrote about the wrong book.
 - (B) He did not follow the proper format.
 - (C) He had many writing mistakes.
 - (D) He wrote a paper that was too short.
25. What is the boy going to do after school today?
- (A) Rewrite his paper
 - (B) Do some research
 - (C) Meet with the teacher
 - (D) Study grammar
26. What is the main topic of the discussion?
- (A) Renewable resources
 - (B) How to save energy
 - (C) Alternative energy sources
 - (D) How to preserve the environment
27. What does the girl propose that people do?
- (A) Walk or ride bikes more often
 - (B) Stop using fossil fuels entirely
 - (C) Avoid using any sources of energy
 - (D) Make more use of solar power

28. Why does the boy mention using wood to heat homes?
- (A) To suggest it as a way to avoid wasting energy
 - (B) To show how it would actually harm the environment
 - (C) To say that many people he knows do that
 - (D) To stress how little it would cost most people
29. What does the teacher suggest about alternative energy sources?
- (A) They will eventually replace fossil fuels.
 - (B) They are both clean and cheap.
 - (C) More research needs to be done on them.
 - (D) They each have good and bad points.
30. What is the main topic of the talk?
- (A) The most well-known deserts
 - (B) Hot and cold deserts
 - (C) The world's largest deserts
 - (D) The classification of deserts
31. According to the teacher, what kind of desert is the Gobi Desert?
- (A) A hot desert
 - (B) A cold desert
 - (C) An extremely arid desert
 - (D) An arid desert
32. What does the teacher imply about the Atacama Desert?
- (A) The weather there is hotter than in the Sahara Desert.
 - (B) Most people consider it to be a semi-arid desert.
 - (C) The desert is one of the driest places on the Earth.
 - (D) It is the only desert located in South America.
33. What are the speakers mainly discussing?
- (A) How diamonds are created
 - (B) Why diamonds are so valuable
 - (C) How people search for diamonds
 - (D) What makes the region rich in diamonds
34. According to the woman, what two forces combine to produce diamonds?
- (A) Pressure and time
 - (B) Gravity and heat
 - (C) Heat and pressure
 - (D) Time and gravity
35. Why does the woman talk about volcanoes?
- (A) To describe the last volcanic eruption in the area
 - (B) To claim that diamonds can be found inside volcanoes
 - (C) To say that diamonds are often found near them
 - (D) To suggest that a local volcano may erupt soon

36. Why does the man suggest that he can dig for diamonds in the local area?
- (A) The woman recently dug up a diamond.
 - (B) The region was once volcanically active.
 - (C) There are some diamond mines nearby.
 - (D) The area is very geologically active.
37. What can be inferred about the woman?
- (A) She was the man's teacher in the past.
 - (B) She found the largest diamond in the area.
 - (C) She takes students on digs in the local area.
 - (D) She has dug in many places in the region.
38. What is the teacher mainly discussing?
- (A) The life of John Wilkes Booth
 - (B) The end of the Civil War
 - (C) The assassination of President Lincoln
 - (D) Robert E. Lee and Ulysses S. Grant
39. According to the teacher, where was President Lincoln when he was shot?
- (A) In the White House
 - (B) On the street
 - (C) In a theater
 - (D) On a battlefield
40. Why does the teacher talk about John Wilkes Booth?
- (A) To give a physical description of the man
 - (B) To describe his role in President Lincoln's death
 - (C) To argue that he did not act alone in killing President Lincoln
 - (D) To focus on the major events in his life
41. What does the teacher imply about President Lincoln?
- (A) He was the greatest of all American presidents.
 - (B) He could have lived if he had gotten medical attention.
 - (C) He had met John Wilkes Booth once in the past.
 - (D) He did not die immediately after being shot.
42. What will the teacher probably do next?
- (A) Show a short film to the students
 - (B) Ask the students for their opinions
 - (C) Continue giving his lesson to the students
 - (D) Have a student read a passage out loud

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. While some forest fires

- (A) cause
- (B) causing
- (C) are caused
- (D) will cause

by humans, most of them happen due to

lightning striking the ground during a region's dry season. In fact, some places

2.

- (A) accept
- (B) endure
- (C) permit
- (D) strike

forest fires on a yearly basis.

The correct answer to **Sample 1** is (C), "are caused." The correct answer to **Sample 2** is (B), "endure."

STOP

Questions 1-4 refer to the following email.

Dear Stacy,

Thanks for telling me about the computer club. I had not been planning to join any clubs this year as I was going to focus solely on my studies. However, once I heard

1. about the events
- | |
|--|
| (A) were planned by the computer club,
(B) planning the computer club,
(C) the planning of the computer club,
(D) the computer club was planning, |
|--|

I simply had to sign up for it. I have you to thank for that. It looks like we're going to do

2. activities which are both educational and
- | |
|---|
| (A) entertain.
(B) entertaining.
(C) entertained.
(D) entertainment. |
|---|

3. I just hope that it's
- | | |
|---|--|
| (A) more fun than
(B) better fun
(C) the most fun
(D) as fun as possible | the math club was last year. That club |
|---|--|

4. was a total
- | |
|--|
| (A) cancellation.
(B) thrill.
(C) letdown.
(D) challenge. |
|--|

Your friend,
Julie

Questions 5-8 refer to the following part of a student's journal.

It is important to remember that the organisms that live in an ecosystem vary depending

5. upon a number of conditions. The climate in an area is the main

- (A) obstacle.
- (B) appearance.
- (C) complication.
- (D) determiner.

6. For instance, organisms that

- (A) thrive
- (B) migrate
- (C) detest
- (D) submit

in hot and dry climates are

7.

- (A) as likely
- (B) one of the most likely
- (C) more likely
- (D) the most likely

to dwell in deserts than they are in rainforests. The local

8. geography is another factor that

- (A) the local wildlife will affect.
- (B) affects the local wildlife.
- (C) will affect the wildlife locally.
- (D) has been affected by the local wildlife.

For example, there are animals that have adapted to life in mountains and high altitudes, so it is clear that they will not be found in grasslands, swamps, or other similar ecosystems.

Questions 9-12 refer to the following announcement.

9. Please remember that elections for student government are going to

- (A) hold
- (B) will hold
- (C) be held
- (D) holding

10. next week. Any students

- (A) interest
- (B) interested
- (C) interesting
- (D) interestingly

in running for the position of president,

vice president, or secretary/treasurer should let their homeroom teachers know by tomorrow at three o'clock. Only students who have a GPA of 3.0 or above are eligible to run for any of these positions. Likewise, any students who have been suspended in

11. the past twelve months are

- (A) requested
- (B) delayed
- (C) prohibited
- (D) encouraged

from running for office. Each student

12.

- (A) what decides to run
- (B) who decides to run
- (C) what decided on running
- (D) who decided on running

for office needs to give a speech to the student body

explaining why he or she is interested in holding a particular office.

Questions 13-20 refer to the following letter.

Dear parents,

The school is going to hold its annual bake sale next Saturday, October 2.

13. The bake sale will start at ten AM and (A) end
(B) ends
(C) be ended
(D) ending around one PM. We would like

14. to encourage all of you to (A) gather
(B) contribute
(C) buy
(D) collect baked goods to the event.

You can feel free to purchase items such as cookies and cakes from bakeries, or you can

15. bake your own goods. We appreciate all (A) bake sales and donations.
(B) of the donations at the bake sale.
(C) the bake sale's donations.
(D) donations to the bake sale.

16. (A) Apparently, the bake sale,
(B) As for the bake sale itself,
(C) In accordance with the bake sale,
(D) Nonetheless, at the bake sale, students, parents, and members of the local

community are invited to attend. Attendees will be able to purchase delicious baked goods

17. at low prices. As always, the (A) result
(B) approval
(C) objective
(D) reminder of the bake sale is to raise
18. (A) more than the money
(B) the most of the money
(C) as much money as possible
(D) more money than for the school. This year, the school's athletic
19. teams are in (A) desperate
(B) divisive
(C) derisive
(D) discounted need of money, so
20. (A) we are desiring a raise of
(B) our desire has raised
(C) what we desired raising
(D) it is our desire to raise at least \$2,000 at the event. If you have any questions,

contact Faith Rawlings at 555-6576. We hope to see all of you at the bake sale.

Walter Taylor

Principal

Questions 21-28 refer to the following magazine article.

21. There are many different genres of literature,

- (A) which can be fantasy.
- (B) one of which is fantasy.
- (C) what is a fantasy.
- (D) some of which are fantasies.

For a piece of writing to be considered fantasy literature, it must contain several

22.

- (A) elements.
- (B) ingredients.
- (C) constituents.
- (D) pieces.

First of all, most fantasy literature involves the use of magic.

The characters may cast magic spells, or their world may be magical. Fantasy literature also contains a variety of fantastic creatures, such as dragons, unicorns, and centaurs,

23.

- (A) what possesses magic powers.
- (B) which magic powers are possessed.
- (C) what they possess in magic powers.
- (D) which may possess magic powers.

In addition, fantasy literature typically takes

24. place in an

- (A) imagine
- (B) imagining
- (C) imaginary
- (D) imagination

world. Middle Earth, the world of J. R. R. Tolkien's

25. *The Lord of the Rings* books, is

- (A) the made-up place.
- (B) one such made-up place.
- (C) the place which was made up.
- (D) making up a place.

These worlds may be

similar to the real world, but their geography and other aspects tend to be different. These worlds also have races other than humans. Elves, dwarves, orcs, and goblins are among

26. (A) the existence of other races.
 (B) the other races that may exist.
 (C) races, some of which may exist.
 (D) the races that have existed.
- Finally, most fantasy literature involves a

27. (A) conflict
 (B) debate
 (C) competition
 (D) warfare
- between good and evil. A hero or group of heroes frequently

28. undertakes a quest (A) defeat
 (B) defeating
 (C) will defeat
 (D) to defeat
- the forces of evil.

Questions 29-34 refer to the following letter.

To All Students:

29. Mr. Richards has just (A) informed
(B) announced
(C) insisted
(D) alarmed the school that he will only be teaching with us

30. for the next two weeks of the semester. (A) Moving back, he is
(B) After moving back, he will
(C) He has moved back
(D) He is moving back to Texas to

take care of his parents, both of whom are elderly. Please give your best wishes to Mr. Richards before he leaves. Mr. Richards has been with us for five years, and it is safe to say

31. that there is no teacher (A) more popular than him.
(B) as popular as that.
(C) the most popular like him.
(D) more than he is popular. As you all know, Mr. Richards

teaches social studies and history. Since we are in the middle of the semester, we do not

32. have enough time to conduct a (A) swift
(B) thorough
(C) reduced
(D) verified search for a new teacher. We will do that

during the winter break. Fortunately, Mrs. Parker has agreed

33. (A) coming out of retirement,
 (B) that she came out of retirement,
 (C) to come out of retirement,
 (D) by coming out of retirement,
- so she will take over Mr. Richards' classes. Some

34. of you may remember Mrs. Parker,
 (A) who taught here
 (B) that is teaching here
 (C) who will teach here
 (D) which has taught here
- two years ago prior to

retiring. She is an outstanding teacher, and you will all surely benefit from being in her class.

Dee Gorey
 Principal

Questions 35-42 refer to the following article in a student newspaper.

Last week, Central High School held a writing contest. The rules of the contest

35. were simple: (A) A choice was given for the students
(B) The students were given a choice
(C) A choice gave the students
(D) The students gave them a choice of three topics to write on.

They had to select one of the three and then write a 500-word essay on it. The students were given one hour to compose their works. In past years, students had to

36. (A) the writing of their essays by hand,
(B) hand in their written essays,
(C) write their essays by hand,
(D) hand over the essays they wrote, but they were permitted to make use of

computers this year. Thirty-two students entered the competition, and their works

37. were (A) rated
(B) guaranteed
(C) composed
(D) criticized by a panel

38. (A) consisting of three judges.
(B) that consisted with three judges.
(C) who consists with three judges.
(D) consisted of three judges. Two were teachers from Central High School

while another was a professor at nearby City College. To prevent the judges from being

39. biased, the students' names were (A) detached
(B) forgotten
(C) omitted
(D) repealed from their essays. The judges

unanimously declared Alicia Walker's essay,

40. (A) entitle
(B) entitled
(C) entitlement
(D) entitling *My Father: My Hero*, the winner. Ms. Walker's essay will be

41. (A) returned
(B) entered
(C) submitted
(D) transposed to the city writing competition. If she should come in first or second

42. place there, she will be (A) partial
(B) appropriate
(C) considerable
(D) eligible to enter the statewide writing contest.

Reading Comprehension

Directions

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

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

Sample Text

Erosion is one of nature's most powerful forces. It can happen in many ways, including through the wind, rain, snow, and ice. Erosion frequently takes place over a long period of time. This is how canyons and deserts are often created. Yet it is also possible for erosion to take place overnight.

Sample Question 1

What is this text mostly about?

- (A) How deserts are created
- (B) A natural force
- (C) Canyons and deserts
- (D) Wind erosion

The correct answer is (B), "A natural force."

Sample Question 2

Which of the following is true regarding erosion?

- (A) It can happen in many ways.
- (B) Water most commonly causes it.
- (C) It can create deserts overnight.
- (D) It is stronger than anything in nature.

The correct answer is (A), "It can happen in many ways."

STOP

Questions 1-6 are about the following advertisement.

Visit Carter's Department Store!

It's that time of the year for school to start again. So that means you need to start stocking up on the supplies you need for the school year. Fortunately, you don't have to visit four or five different stores to get everything necessary. Instead, take a trip to Carter's Department Store. We've got everything that a student could possibly need.

We have all kinds of standard school supplies: pens, pencils, notebooks, rulers, and more. We also carry art supplies, such as paint, paintbrushes, and easels. You can purchase all sorts of electronic equipment, including calculators, desktop computers, and notebook computers. We even sell musical instruments.

And here's the best part: From now until the beginning of the school year, we are having a back-to-school sale. Everything we carry that is related to school is on sale for at least 25% off. Art supplies are 30% off while electronic goods are available at 40% discounts. And be sure to visit our boys' and girls' clothing departments, where you will find savings up to a whopping 60% off. You simply can't beat Carter's Department Store for quality and price.

1. Which headline best summarizes the advertisement?
 - (A) Big Sale at Carter's Department Store
 - (B) Are You Ready for School?
 - (C) Let's Go Shopping at Carter's
 - (D) Carter's: The Newest Store in Town
2. In line 2, the phrase stocking up on is closest in meaning to _____.
 - (A) utilizing
 - (B) considering
 - (C) purchasing
 - (D) saving
3. The author uses paint, paintbrushes, and easels as examples of _____.
 - (A) supplies that all students need
 - (B) items selling for more than half off
 - (C) some of the store's newest items
 - (D) art supplies available at the store
4. Which of the following statements is true regarding Carter's Department Store?
 - (A) It is located nearby the train station.
 - (B) It sells a wide range of school items.
 - (C) It has domestic and imported goods.
 - (D) It is open every day of the week.
5. What is the discount on a notebook computer?
 - (A) 25%
 - (B) 30%
 - (C) 40%
 - (D) 60%
6. In line 13, the word whopping is closest in meaning to _____.
 - (A) surprising
 - (B) unlikely
 - (C) reduced
 - (D) enormous

Questions 7-12 are about the following announcement from a science teacher.

To all students enrolled in any science laboratory class:

There have been a couple of alterations in all of our science laboratory classes since the beginning of the semester.

To begin with, the laboratory fee for each class has changed. Students enrolled in biology classes must now pay \$250 per semester, physiology students must pay \$275, and chemistry students must pay \$325. Physics students only need to pay \$100 since they rarely use the lab. The reason for this is that there has been a general increase in the prices of the supplies needed for each class. The lab fees must be paid in full no later than Friday, September 29.

In addition, all students must purchase the requisite safety gear for their classes. In the past two weeks, four pairs of safety glasses and two lab coats have gone missing. The school simply cannot afford to continue replacing this equipment, so now all students must have their own items, which they will be expected to hold on to. While it may not seem fair to punish everyone for the actions of a few, this is the only option we seem to have.

Doris Williamson
Head of the Science Department

7. What is the note mainly about?
- (A) The performance of some students in their classes
 - (B) Some changes concerning the school's science classes
 - (C) The reason that students must purchase safety gear
 - (D) A change in how laboratory classes will be taught
8. Which class requires the payment of a \$275 fee?
- (A) Biology
 - (B) Physics
 - (C) Physiology
 - (D) Chemistry
9. Which of the following statements does paragraph 2 support?
- (A) Lab supplies cost more, so the lab fees for students have increased.
 - (B) There has been no change in the price physics students must pay.
 - (C) All students must pay their lab fees within the next two weeks.
 - (D) Students in the biology class get to pay the least expensive lab fees.
10. In line 10, the word requisite is closest in meaning to _____.
- (A) safest
 - (B) minimum
 - (C) obligated
 - (D) necessary
11. In line 13, the word which refers to _____.
- (A) the school
 - (B) this equipment
 - (C) all students
 - (D) their own items
12. Which can be inferred from the note about the school's lab equipment?
- (A) Some of it has been stolen.
 - (B) It needs to be updated.
 - (C) It is of fairly high quality.
 - (D) Most students dislike using it.

Questions 13-18 are about the following letter.

Dear Parents,

It's that time of the year to start thinking about our annual spring festival. As you know, the school holds the festival for a couple of reasons. The first is to engender a sense of community between the school and the residents of the neighborhood. The second is to help raise money for the school to use in a variety of manners.

This spring, the festival will run from April 3 to 5 (Thursday to Saturday). All of the festival events are going to take place on the school campus. They will primarily be held in the school gym and auditorium as well as on the football field. This year, we have a large number of special activities planned. Please consult the attached sheet to see the events that have been scheduled.

Since we have so many activities planned, we are counting on you, our students' parents, to assist us. We need at least twenty-five volunteers to help out during the festival. If you can spare even one or two hours of your time, we would appreciate it. Please contact Mrs. Voss at 555-1212 if you can lend a helping hand at the festival.

Sincerely,

Jeanie Richards

Headmaster

Milton Academy

13. What is the purpose of the letter?
- (A) To let the parents know how their children are performing
 - (B) To describe an event to be held in the fall
 - (C) To praise the parents for their devotion to the school
 - (D) To provide information related to the festival
14. In line 3, the word engender is closest in meaning to _____.
- (A) amplify
 - (B) appreciate
 - (C) clarify
 - (D) create
15. Based on the letter, what is probably true about Milton Academy?
- (A) It is located in a residential area.
 - (B) It charges a high amount of tuition.
 - (C) It is an all-boys school.
 - (D) It has a large amount of debt to repay.
16. In line 9, the word consult is closest in meaning to _____.
- (A) edit
 - (B) check
 - (C) regard
 - (D) print
17. According to the letter, the festival will be held in all of the following locations EXCEPT _____.
- (A) the auditorium
 - (B) the gym
 - (C) the classrooms
 - (D) the football field
18. What does the letter ask the parents to do?
- (A) Be more involved in their children's school lives
 - (B) Donate some money to the school
 - (C) Volunteer to work during the festival
 - (D) Give some goods to the school as donations

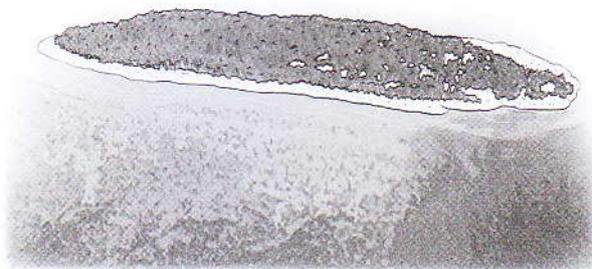
Questions 19-26 are about the following passage.

Coral reefs are rocklike protrusions that extend from a coastline into the ocean. They are made from coral, a living organism. Coral polyps appear to be small plants to many people, but they are in actuality a type of marine life. They grow in clusters and secrete a substance made of calcium carbonate that protects their
5 bodies. This substance, in turn, forms a rocky structure that creates the reef itself.

Coral reefs form some of the ocean's most unique ecosystems. They are vibrant places which attract a wide variety of marine plants and animals. There are a couple of reasons that many sea creatures, particularly fish, live in coral reefs. The first is that the reefs are rich in nutrients, so there is an abundance of food for them to
10 eat. The next is that coral reefs provide protection from large predators. The hard, rocky reefs can wound large fish, such as sharks, that try to enter. Due to the absence of many voracious predators, smaller fish often lay their eggs in coral reefs. When the fish hatch, the reefs act as sanctuaries for them as they become adults.

Unfortunately, many of the planet's coral reefs are in danger of disappearing
15 due to both natural and manmade reasons. Coral requires ideal conditions to live. It can only survive in warm water, which means that it is virtually only found in tropical location. The water that coral resides in must also be shallow since it needs access to sunlight in order to survive. Yet the ocean is not static but is in a constant state of change. Sometimes the water temperature in a place where coral grows
20 may become too hot or too cold. This can result in the destruction of an entire reef.

As for manmade problems, there are two major ones. First, pollution caused by humans – such as the dumping of chemicals in the water – can kill coral, which is quite sensitive. Second, some humans actively destroy coral reefs. Many are fishermen. Some of them eschew nets in favor of dynamite. They kill numerous fish with
25 explosives but damage the reefs in the process. On a smaller scale, some people cut off coral from reefs to make jewelry from or to use for home aquariums. All of these factors combine to endanger many of the world's coral reefs.



19. What does the author imply about coral polyps?
- (A) Some people think they are vegetation.
 (B) They grow rapidly early in their lives.
 (C) They usually live amongst ocean plants.
 (D) It takes a lot of food for them to grow.
20. Which of the following statements does paragraph 1 support?
- (A) Coral polyps survive by consuming small plants.
 (B) Coral reefs are sometimes located deep in the ocean.
 (C) Coral polyps produce a substance that protects them.
 (D) Coral can live on shore so long as it is near the coast.
21. In line 9, the word them refers to _____.
- (A) a couple of reasons
 (B) many sea creatures
 (C) the reefs
 (D) nutrients
22. In line 12, the word voracious is closest in meaning to _____.
- (A) stealthy
 (B) gigantic
 (C) ravenous
 (D) vicious
23. In line 13, the word sanctuaries is closest in meaning to _____.
- (A) havens
 (B) estuaries
 (C) aquariums
 (D) containers
24. According to the passage, which is necessary for coral to survive?
- (A) salt water
 (B) nutrients
 (C) sunlight
 (D) deep water
25. In line 24, the word eschew is closest in meaning to _____.
- (A) employ
 (B) prefer
 (C) demean
 (D) avoid
26. Which of the following is NOT mentioned as a way that humans are harming coral reefs?
- (A) They are fishing in some coral reefs.
 (B) They are polluting the water the reefs are in.
 (C) They are catching many live fish for aquariums.
 (D) They are destroying some of the coral in reefs.

Questions 27-34 are about the following passage.

There have been many famous detectives in literature. But one of the first – and certainly the most famous – is Sherlock Holmes. Holmes was created by the British writer Sir Arthur Conan Doyle in the late nineteenth century.

Sherlock Holmes made his first appearance in the work *A Study in Scarlet*, which
5 was published in 1887. Holmes instantly became a popular literary figure with the general populace, who demanded that Doyle write more stories involving him. Doyle complied and eventually wound up writing fifty-six short stories and four novels that featured Holmes. While he took a break of several years from creating
10 stories about Holmes, Doyle continued to write Holmes stories until 1927. Among the most famous of all the works featuring Holmes are *The Hound of the Baskervilles*, *The Blue Carbuncle*, and *A Scandal in Bohemia*.

One of the reasons that Sherlock Holmes was so popular concerns the method he employs to solve his cases: logic. Together with his partner, Dr. Watson, Holmes uses his powers of observation to detect clues that can help him solve the cases
15 he accepts. Holmes has an incredibly sharp mind that enables him to determine who the guilty party is or what the problem is. Holmes also is a master of disguise, which he proves many times, and he is skilled at boxing as well as sword fighting.

While Holmes often solves cases that are unrelated to one another, he has a nemesis with whom he comes into both direct and indirect conflict in several sto-
20 ries. That person is Professor Moriarty, the leader of a crime ring in London. In one of the stories, *The Final Problem*, Holmes and Moriarty fight one another and fall to their deaths by plunging down a steep cliff near a waterfall. When he wrote that story, Doyle had tired of Holmes and wanted to kill off the character. He then refrained from writing about Holmes for many years, but public demand for more
25 stories induced him to bring Holmes back from the 'dead and to continue writing detective stories.



27. What is the best title for the passage?
- (A) A Brief Biography of Sherlock Holmes
 (B) Sherlock Holmes and Dr. Watson
 (C) Sir Arthur Conan Doyle: The Creator of Sherlock Holmes
 (D) The Most Famous Detectives in the World
28. What does the author say about Sir Arthur Conan Doyle?
- (A) He considered becoming a detective in his youth.
 (B) He was a bestselling author during his life.
 (C) He created more detective stories than any other writer.
 (D) He wrote stories about Sherlock Holmes for decades.
29. Why does the author mention *The Hound of the Baskervilles*?
- (A) It was the first novel he wrote involving Sherlock Holmes.
 (B) The story is one that involves Professor Moriarty.
 (C) It is the title of one of his well-known Sherlock Holmes stories.
 (D) Dr. Watson makes his first appearance in that work.
30. According to the passage, which is true about Sherlock Holmes?
- (A) He was fluent in several foreign languages.
 (B) He often resorted to fighting during his investigations.
 (C) He relied upon logic to solve various mysteries.
 (D) He encouraged Dr. Watson to become more observant.
31. In line 19, the word nemesis is closest in meaning to _____.
- (A) competitor
 (B) peer
 (C) partner
 (D) rival
32. In line 24, the phrase refrained from is closest in meaning to _____.
- (A) stopped
 (B) resumed
 (C) postponed
 (D) continued
33. What does the author imply about Professor Moriarty?
- (A) There is an unknown reason why he engaged in a life of crime.
 (B) He fails to encounter Holmes in some stories he is involved in.
 (C) Critics consider him to be the greatest literary villain in history.
 (D) Sherlock Holmes and he are related to one another.
34. Why did Doyle kill Sherlock Holmes in one of his stories?
- (A) It was too difficult for him to come up with new storylines.
 (B) His fans demanded that Holmes be killed off.
 (C) He had no desire to write about Holmes anymore.
 (D) Killing Holmes would help Doyle increase his sales.

Questions 35-42 are about the following passage.

Earth orbits the sun while the moon orbits Earth. Occasionally, all three of them become aligned with one another. When this happens, an eclipse occurs. There are two types of eclipses: solar and lunar. Both are rare events simply because, due to the movement of all three celestial bodies, the times when they
5 line up with one another are infrequent.

Solar eclipses are easily the more spectacular of the two. For a solar eclipse to occur, the moon's orbit must take it between Earth and the sun. While the sun is much larger than the moon, the relative nearness of the moon to Earth makes it
10 appear to be the same size as the sun when viewed from the ground. Thus, when the sun, Earth, and moon are perfectly aligned, the moon appears to cover the entire sun. This is a solar eclipse. A solar eclipse may be either total or partial. When a total eclipse happens, the sun is completely obscured by the moon. The sky darkens, and it appears to be nighttime. However, most solar eclipses are partial ones. When they take place, the sun is only partly covered by the moon.

15 When a solar eclipse happens, it is observable from a fairly small area on the planet. Thus, when there is a solar eclipse in North America, it is highly unlikely that it will be visible in Africa or Australia. A solar eclipse only lasts for a few minutes since all three heavenly bodies are in continual motion. People must also take care when viewing a solar eclipse since looking directly at it can cause
20 damage – including blindness – to their eyes.

Lunar eclipses happen when Earth moves directly between the sun and the moon. When this occurs, the planet blocks sunlight from reflecting off the moon. Lunar eclipses take place at night. During one, the moon appears very orange and is practically red in color. There are two different types of lunar eclipses.
25 Taken together, the result is that lunar eclipses happen more frequently than solar eclipses. In addition, lunar eclipses may last for hours and can be seen from a wider area on the planet. There is no harm in directly observing a lunar eclipse either, so looking at one will not damage a person's eyes.



35. What is the passage mainly about?
- (A) How eclipses have affected history
 - (B) Two types of eclipses
 - (C) The problems eclipses cause
 - (D) Solar eclipses
36. In line 6, the word spectacular is closest in meaning to _____.
- (A) distinct
 - (B) impressive
 - (C) lost lasting
 - (D) common
37. In line 8, the word it refers to _____.
- (A) the moon's orbit
 - (B) the sun
 - (C) the moon
 - (D) Earth
38. In line 12, the word obscured is closest in meaning to _____.
- (A) transposed
 - (B) illuminated
 - (C) perceived
 - (D) blocked
39. Why is the moon able to cover the sun during a solar eclipse?
- (A) Because of its large size
 - (B) Because of its brightness
 - (C) Because of its closeness to Earth
 - (D) Because of its rotation
40. Which of the following is NOT mentioned about solar eclipses?
- (A) How they can harm people
 - (B) How long they may last
 - (C) How much of the sun cannot be seen during them
 - (D) How often they happen
41. Which of the following is true regarding lunar eclipses?
- (A) They occur more often than solar eclipses.
 - (B) They are hard for astronomers to predict.
 - (C) They result in the moon disappearing from sight.
 - (D) They last for a shorter time than solar eclipses.
42. What can be inferred from the passage about lunar eclipses?
- (A) It is possible to see them from everywhere in the world.
 - (B) They are less dangerous to people than solar eclipses.
 - (C) Superstitious people believe they bring bad luck.
 - (D) During a full moon, they can be extremely bright.

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Answers, Scripts, and Explanations

Practice Test 1

PART 1

Listening Comprehension p.14

Answers

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

Scripts & Explanations

1

- G: Bill, are you going to the soccer game this evening?
- B: I wish I could, but my parents want me to go home immediately after school.
- G: How come? Are you in some kind of trouble?
- B: No, it's not that. Today's my sister's birthday, so we're going out to eat at her favorite restaurant. I'll have to take a pass on the game.

When a person "takes a pass on" something, it means that he or she will not do a certain action. So the boy means that he cannot attend the game.

2

- W: Jimmy, I'm a little worried about your grade this semester. You started out with an A, but you almost failed the last test.
- B: I'm sorry, Mrs. Wingo. Is it possible for me to do an extra report for bonus points?
- W: I don't normally allow that, but I'll make an exception in your case. Here's what I want you to do.

The teacher tells the boy, "I'm a little worried about your grade this semester." So she is concerned about the grade he is getting in her class.

3

- G: Can you believe how hard it's raining today?
- B: I know. And it's supposed to keep raining all weekend.
- G: Oh, no. That's terrible. I was planning to go cycling with some of my friends tomorrow morning.
- B: You'd better cancel those plans. The weather forecast is calling for thundershowers.
- G: That's too bad. I guess I'll have to go cycling next week.

The girl tells the boy, "I was planning to go cycling with some of my friends tomorrow morning."

4

- B: Jenny, I've been looking all over for you. Do you happen to know Brian's phone number?
- G: Sure. It's 953-1202. What do you need to talk to him about?
- B: He's one of my partners on that group project in Mr. Jacobs' class. I need to talk to him about it immediately. Thanks for the number. I'll talk to you later.

The boy mentions that he needs Brian's phone number because he needs to "talk to him about it immediately." Since the girl gives him Brian's number, the boy will probably call Brian next.

5

- B: Mr. Williamson, I don't understand why I got a bad grade on this essay. I thought that I did a pretty decent job on it.
- M: Well, your paper had several spelling mistakes. And your grammar wasn't good either.
- B: Are grammar and spelling that important?
- M: Of course they're important. You need to do both well to write an A paper.

The boy starts the conversation by stating, "I don't understand why I got a bad grade on this essay." So he is indicating that he is confused about his grade.

6

- B: I tried to finish all of the math problems, but I couldn't. I can't figure out how to solve number three.
- G: Math problems? . . . Oh my goodness. I totally forgot about our homework.
- B: Class starts in ten minutes. You have time to do it.
- G: You're right. Thanks for reminding me. I've got to get going.

The boy reminds the girl about their math homework. The girl states that she had forgotten to do it. The boy mentions that there are ten minutes before class, and then the girl excuses herself. So she is probably going to solve the math problems.

7

- G: How did you do on the pop test we had in Mr. Norton's class?
- B: Pretty well. I answered nine out of the ten questions correctly. How'd you do on it?
- G: I made a couple of silly mistakes, so I only got an eight out of ten.
- B: At least it's not worth too many points. It won't affect your grade that much.

During the entire conversation, the boy and girl discuss the pop test that they took and their grades on it.

8

- W: Attention, everyone. There is a severe winter storm that is approaching rapidly. According to the weather forecast, it's going to drop at least ten centimeters of snow in the next two hours. I've decided to cancel classes for the rest of the day. All students and teachers need to leave school and return to their homes immediately.

The principal mentions that a "severe winter storm" is arriving soon. Then, she states that she is canceling classes for the rest of the day.

9

- W: Our next guest is Dr. Walt Campbell. He's an expert on French history. He's going to talk to us about Napoleon this evening. In case you don't know, Napoleon ruled over France in the early 1800s. His armies conquered virtually the entire European mainland. He was finally defeated at the Battle of Waterloo in 1815. That battle marked the end of Napoleon's rule.

Since Dr. Walt Campbell is "an expert on French history" and he is going to speak about Napoleon, who "ruled over France," then Dr. Campbell probably knows a lot about Napoleon.

[10-13]

- B: Ms. Martin, do you have a couple of minutes to speak with me? It's kind of important.
- W: Sure, David. What's going on?
- B: I need to talk about the report that we're supposed to hand in tomorrow. Um . . . is it possible for me to get an extension on it?

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W: Why do you need an extension? Every other student in the class is going to turn his or her report in on time.

B: Well, I haven't had enough time to do the report. Coach Grubbs has kept the soccer team practicing late after school every day this week. So by the time I get home, I'm totally worn out. I just haven't had enough energy to write the paper.

W: David, I think you need to get your priorities straight.

B: What do you mean?

W: I mean that you're supposed to be focusing on learning at school rather than athletics. The soccer team is of lesser importance.

B: But . . .

W: Look. I know how important soccer is to you. But your classes are more important. So I'm going to have to reject your request. You need to get that report to me by tomorrow.

B: Yes, ma'am. But I don't know how good it's going to be.

W: Do your best. Why don't you go to the library now and start doing some research? You've got an hour before you have to go to your next class. Use this time wisely. You can start gathering all of the information you need right now.

B: All right. Thanks.

10

At the beginning of the conversation, the boy tells the teacher, "I need to talk about the report that we're supposed to hand in tomorrow." Then, he mentions his desire to get an extension on the paper, which is what they mostly talk about.

11

The boy states, "Well, I haven't had enough time to do the report."

12

About the soccer team, the boy states, "Coach Grubbs has kept the soccer team practicing late after school every day this week." So he implies that it takes up a lot of his time.

13

The teacher suggests to the boy, "Why don't you go to the library now and start doing some research?"

[14-17]

G: Hey, John. Did you happen to go to the game yesterday?

B: I sure did. Congratulations on winning. I was impressed with how well everyone on the team played.

G: Yeah, Angie did a great job, didn't she?

B: She's an outstanding goalkeeper. She made a couple of impressive saves. But you had a good game, too.

G: Uh, I guess I played all right.

B: All right? What are you talking about? You scored two goals. And you had some great passes as well.

G: Oh, thanks. I guess I did play pretty well, didn't I?

B: That's one way of putting it. So . . . when is your next game going to be? Do you have a game this Friday or Saturday?

G: No, we don't play any more games this week. However, we have two games next week. The first is on Tuesday night, and the second is on Thursday night. Do you think you can make it to one?

B: I'll do my best to go to both. I can definitely attend the Tuesday game, but I'm not sure about the soccer game on Thursday.

G: Awesome. Now that we're winning some games, we hope that more fans will start coming. We could use some big crowds. We play much better when we've got lots of people cheering for us.

B: Yeah, that makes sense. I'll tell some of my friends and get them to go along with me. I'm sure that they'll love to see your team play.

14

During most of the conversation, the speakers talk about the girl's soccer team. They discuss the last game the girl played as well as some future games.

15

The girl tells the boy, "However, we have two games next week. The first is on Tuesday night, and the second is on Thursday night."

16

The girl asks the boy if he attended her last game. She also asks him if he can attend some future games. Then, she says, "Now that we're winning some games, we hope that more fans will start coming. We could use some big crowds. We play much better when we've got lots of people cheering for us." So she implies that she is not happy with the low attendance at their games.

17

At the end of the conversation, the boy states, "I'll tell some of my friends and get them to go along with me. I'm sure that they'll love to see your team play."

[18-22]

G: George, what did Mr. Stevenson want to talk to you about after class today?

B: Oh, uh, he just told me about a science fair that's going to be held next month.

G: A science fair? That's peculiar. I didn't think that the school was having one this year.

B: You're right. We're not.

G: Then what science fair was he talking about?

B: It's a special event sponsored by the city. A bunch of students from all of the schools in the city are going to compete in it. Mr. Stevenson thinks that I ought to enter the contest. So that's why he told me about it.

G: Really? I wonder why he told you and not the rest of the students. Are you some kind of scientific genius or something?

B: Uh, I don't know about that. But I enjoy spending lots of time in the school's science lab. Mr. Stevenson and I have been doing some research in chemistry during my free time. So he wants me to do something related to that research for the science fair.

G: Wow. I never knew that about you. I always wondered where you went after school. I thought you were playing sports.

B: No, I don't really enjoy sports. I don't have that much athletic ability.

G: Yeah, neither do I. So, uh, can you tell me about the experiments you're doing? I actually kind of enjoy science myself.

B: It's a little hard to explain. Instead, why don't you visit the science lab after school today? I can show you what I am working on.

G: That sounds great. I'll see you at the lab then.

18

When the girl uses the word "peculiar," she is indicating her confusion that the boy mentioned a science fair.

19

At the beginning of the conversation, the girl asks the boy what the teacher was speaking with him about. He answers by telling her about the science fair.

20

The boy tells the girl, "Mr. Stevenson and I have been doing some research in chemistry during my free time."

21

About Mr. Stevenson, the boy states, "Mr. Stevenson and I have been doing some research in chemistry during my free time."

22

The facts that the teacher told the boy about the science fair and that the boy is doing research in chemistry allow one to infer that the boy is going to enter the science fair.

[23-26]

B: Mary, a few of us are going to the shopping mall to hang out after school. Do you want to go? We're all planning to take the bus together around three thirty.

G: Sorry, Joe. I'd really love to spend time with everyone today, but I can't. I have something else to do after school.

B: Do you mind if I ask what you're doing?

G: Not at all. I'm going to go to the airport.

- B:** The airport? Are you taking a trip somewhere?
- G:** No, I'm not going anywhere. But my sister Andrea is flying home this evening. She has been in Italy for the last six months.
- B:** Isn't she a college student? What was she doing in Italy?
- G:** She was in Italy as an exchange student. She was studying at a university in Florence. Her major is art history, so she wanted to study in Italy to get the chance to see all of the great medieval and Renaissance art that's in the country.
- B:** Wow. That sounds pretty cool. Did she have a good time?
- G:** I think so. I didn't actually talk to her that much while she was gone. Calling Italy is a little too expensive for me. And my sister rarely checks her email even when she's at home. So I only chatted with her a couple of times. But it seems like she enjoyed herself. She sounded rather happy in the few emails that I received from her. She sent some pictures, too. She looked good in them. I can't wait to see all of the pictures that she took.
- B:** That's great. I'd love to be an exchange student someday. Well, anyway, I've got to get going. Have fun meeting your sister.
- G:** Thanks. I will. And please tell everyone why I can't meet them today. I promise to be there next time.

23

During the conversation, the speakers mostly focus on the girl's sister, who has been studying in Italy.

24

About her sister, the girl says, "She was in Italy as an exchange student. She was studying at a university in Florence."

25

The girl is going to the airport to meet her sister. In addition, she tells the boy, "I can't wait to see all of the pictures that she took." Thus, it can be inferred that she is looking forward to seeing her sister.

26

The girl says that she has something to do after school. In response to the boy's question, she answers, "I'm going to go to the airport." Then, she says that her sister is flying home from Italy.

[27-29]

W Teacher: Of all the species of squirrels that exist, probably the most interesting one is the flying squirrel. It doesn't really fly though. After all, the squirrel doesn't have wings, and it can't take off from the ground either. Instead of flying, it glides.

B: How is it able to do that?

W: Its body has a special membrane that stretches between its legs and feet. This membrane is found on both sides of its body. It's made of skin and fur and is very flexible. Normally, the membrane is tucked along the sides of its body. Take a look at the picture on page 156 in your books . . . See it? That ridge-like fold of fur along its side is the membrane.

So, um, what does the squirrel do with that membrane? . . . Let me tell you. First, in order to take to the air, the flying squirrel needs to be high above the ground. It typically jumps from tall trees. When it leaps into the air, it stretches its legs. This causes the membrane to unfold and to become taut. I guess it's sort of like a, uh, like a parachute at that point. This membrane catches the air and allows the squirrel to glide. In some cases, it can even act like a wing and enable the squirrel to gain a small amount of altitude. Yes, Gina?

G: How far can one of these squirrels glide?

W: Hmm . . . In general, they make relatively short glides of around five to thirty meters. However, the longest glide ever observed by a person was nearly ninety meters. Why don't we take a look at a video, and then you can see the flying squirrel in action?

27

During her talk, the teacher mostly focuses on how flying squirrels can glide through the air.

28

About the membrane, the teacher says, "This membrane catches the air and allows the squirrel to glide."

The teacher says, "Why don't we take a look at a video, and then you can see the flying squirrel in action?"

[30-33]

W Teacher: Two of the oldest civilizations in human history are Egypt and Mesopotamia. We talked about both of them during the past two days, right? As I hope you all remember, they were fairly different societies. But I want to talk today about how they had some similarities. For one, they both built rather large structures. Now, when I mention Egypt, what do you usually think about? . . . Yeah, that's right. Pyramids. The Egyptians built pyramids all over the place. Many of them are still standing. Okay . . . But when I mention Mesopotamia, what kinds of buildings do you think about? . . . No one? . . . Yeah, that's what I thought. Well, the Mesopotamians built ziggurats. That's Z-I-G-G-U-R-A-T-S. There's a picture of them on page 218 in your books. Take a look . . .

Here's a picture of a pyramid . . . As you can see, the main differences between the two are their shapes and sizes. Notice that the Egyptian pyramid is more triangular in shape. Also, the pyramid is smooth-sided, and its sides are rather steep. But look at the ziggurat here. You can see that it has a stepped appearance. By "stepped," I mean that the ziggurat looks like it has different levels, doesn't it? It looks sort of like a lot of different-sized boxes stacked on top of one another. The biggest box is on the bottom, and the boxes get smaller as you go higher. Oh, and notice that the ziggurat has a set of stairs leading to the top. The pyramid lacks this. Why did ziggurats have stairs? . . . Each had a temple at the top. So the Mesopotamians climbed the stairs to reach the temple.

This brings me to another key difference. Ziggurats were places of worship. They were used by priests to pray to the various Mesopotamian gods. But the pyramids were tombs for the pharaohs. Uh, they were the kings of ancient Egypt. Many pharaohs built pyramids to be their tombs when they died. The largest one took nearly twenty years to build. How did the Egyptians and Mesopotamians build these huge structures? . . . That's a good question. No one is sure, but people have some theories. Let me tell you about a few of them right now.

During the talk, the teacher mostly focuses on how pyramids and ziggurats differed from one another.

31

The teacher says, "Now, when I mention Egypt, what do you usually think about? . . . Yeah, that's right. Pyramids. The Egyptians built pyramids all over the place. Many of them are still standing. Okay . . . But when I mention Mesopotamia, what kinds of buildings do you think about? . . . No one? . . . Yeah, that's what I thought. Well, the Mesopotamians built ziggurats." Thus, she implies that ziggurats are not as well known as pyramids.

32

About pyramids and ziggurats, the teacher lectures, "Also, the pyramid is smooth-sided, and its sides are rather steep. But look at the ziggurat here. You can see that it has a stepped appearance."

33

When the teacher mentions the pharaohs, she says, "But the pyramids were tombs for the pharaohs. Uh, they were the kings of ancient Egypt. Many pharaohs built pyramids to be their tombs when they died." So she mentions the pharaohs to point out that they built the pyramids.

[34-38]

M Teacher: One of the most beautiful creatures in the forest is the deer. It lives pretty much everywhere in the world except for Australia and Antarctica. There are many species of deer. However, the one I want to talk about is the white-tailed deer. It mostly lives in North America. I'm sure that many of you have seen this deer before. I actually saw a couple of them near the road as I drove to school this morning. Anyway, the first thing I should mention is that we have different names for male and female deer. The male is usually called a buck. Some people call it a stag or a hart though. That's H-A-R-T, not H-E-A-R-T. The female deer, on the other hand, is called a doe. And a baby deer is a fawn.

There are several differences between stags and does. A stag is bigger than a doe. A stag weighs 100 kilograms on average. However, some of them can grow to be much larger than

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that. As for females, they average around seventy kilograms in weight. Another big difference between the two is antlers. Antlers are the long, sharp, pointed bony protrusions on a deer's head. They begin as two short, stubby knobs. As they grow, they can form several branches that have many points. But only stags have antlers. Does don't have them. Oh, here's something you might not know: Antlers fall off every year. Stags lose their antlers during the winter, and then new ones grow during the spring and summer.

Deer are mammals, so that means the mothers give birth to live animals. A doe has between one and three fawns when it gives birth. The fawns have white spots when they're born. For the first six weeks of their lives, they drink their mother's milk. Remember, uh, that's another characteristic of mammals. But fawns don't exclusively drink milk. They can walk pretty much as soon as they're born. So they can forage for grass and other food right away.

34

During the talk, the teacher mostly mentions some various characteristics of the white-tailed deer.

35

The teacher states, "I'm sure that many of you have seen this deer before. I actually saw a couple of them near the road as I drove to school this morning." So it is probably true that the area he lives in has many deer.

36

By spelling the word, the teacher is implying that some students use the wrong spelling for it and thus misspell it.

37

The teacher notes, "Antlers fall off every year. Stags lose their antlers during the winter, and then new ones grow during the spring and summer."

38

About fawns, the teacher states, "The fawns have white spots when they're born."

[39-42]

W Teacher: One of my favorite American writers is Edgar Allan Poe. I'm sure that all of you have heard about him. Can any of you tell me something about him? Tony?

B: I believe he lived during the nineteenth century. And I remember that he had a bunch of problems. I mean, uh, I think he suffered from depression or something.

W: That's a good start. Thanks, Tony. He's correct, class. Poe was born in 1809 and died in 1849. His short life was quite sad. His parents died before he turned three, so he lived with a foster family. Poe dealt with a number of issues during his life. He had gambling and drinking problems. He suffered from depression. His life was definitely not a happy one.

Many people believe that Poe's dark life heavily influenced his writing. So let's talk about Poe's literature. He made a number of contributions to the world of literature. Jessica, do you happen to know any of them?

G: He wrote that poem called *The Raven*. I really like it a lot. It's kind of creepy, but that seems characteristic of Poe's writing. He wrote several works of horror as well, didn't he?

W: You are correct. As for *The Raven*, we're going to read that as soon as we finish talking about Poe's life, so hold on for a moment concerning it. Also, you're right about Poe's works of horror. He is said to have invented that genre as well as the modern detective story. He also wrote some early science fiction and is considered one of the founders of the modern short story. That's a pretty impressive résumé, isn't it?

Poe is most famous, however, for his horror stories. The most well known are *The Fall of the House of Usber*, *The Masque of the Red Death*, and *The Pit and the Pendulum*. Each story deals with death in very gruesome ways. We're going to read one of those stories. We're also going to read *The Murders in the Rue Morgue*, which is the first modern detective tale. You're going to love it. But, for the time being, let's look at some of Poe's poetry.

39

During the discussion, the teacher and students talk about the contributions of Edgar Allan Poe to literature.

40

The teacher tells the students, "His parents died before he turned three."

41

The teacher says, "We're also going to read *The Murders in the Rue Morgue*, which is the first modern detective tale." So she mentions it to let the students know that they are going to read the story.

42

At the end of the talk, the teacher states, "But, for the time being, let's look at some of Poe's poetry."

PART 2

Language Form and Meaning p.20

Answers

- 1 (B) [Verb Form Question]
- 2 (D) [Vocabulary Question]
- 3 (A) [Noun Clause Question]
- 4 (B) [Word Form Question]
- 5 (B) [Relative Clause Question]
- 6 (A) [Sentence Structure Question]
- 7 (C) [Vocabulary Question]
- 8 (B) [Comparison Question]
- 9 (D) [Verb Form Question]
- 10 (B) [Modifier Question]
- 11 (A) [Vocabulary Question]
- 12 (C) [Sentence Structure Question]
- 13 (B) [Sentence Structure Question]
- 14 (D) [Vocabulary Question]
- 15 (D) [Word Form Question]
- 16 (A) [Sentence Structure Question]
- 17 (C) [Vocabulary Question]
- 18 (B) [Vocabulary Question]
- 19 (B) [Noun Clause Question]
- 20 (D) [Comparison Question]
- 21 (B) [Modifier Question]
- 22 (A) [Sentence Structure Question]
- 23 (B) [Vocabulary Question]
- 24 (D) [Word Form Question]

- 25 (D) [Sentence Structure Question]
- 26 (A) [Vocabulary Question]
- 27 (D) [Modifier Question]
- 28 (B) [Relative Clause Question]
- 29 (A) [Sentence Structure Question]
- 30 (A) [Comparison Question]
- 31 (C) [Sentence Structure Question]
- 32 (D) [Vocabulary Question]
- 33 (B) [Verb Form Question]
- 34 (D) [Vocabulary Question]
- 35 (A) [Comparison Question]
- 36 (A) [Vocabulary Question]
- 37 (D) [Sentence Structure Question]
- 38 (A) [Sentence Structure Question]
- 39 (C) [Verb Form Question]
- 40 (D) [Vocabulary Question]
- 41 (B) [Modifier Question]
- 42 (A) [Word Form Question]

Explanations

1

The present continuous tense form "are not feeling" is needed since the writer is referring to the girl's present condition.

2

Teachers assign homework to students, so the correct word is "assigned."

3

The important word is "what." The writer asks if the girl knows what she needs to do.

4

Since "a" comes before the answer choices, the correct answer must be a noun. Of the two nouns in the answer choices, "response" is the correct answer.

5

The correct wh-question word to modify "community center" is "which."

6

The sentence provides some other activities that will take place at the community center "in addition to those" that were mentioned in the previous sentence.

7

The advertisement describes some activities at the community center and then invites people to participate in them. Thus, the correct answer is "invite."

8

The sentence is making a comparison between the present and the past, so "much better than" must be used.

9

After "proud," the infinitive form of the verb is needed. So "to announce" is the correct answer.

10

When describing an experience, the "verb + -ing" form is needed. So "running the city" is the correct answer.

11

The students need to wear nice clothes, which are "appropriate" clothing.

12

The correct phrase is "be on your best behavior," which means "behave well."

13

A person apologizes "for" something. There is only one answer choice with the word "for."

14

The boy is describing how he cheated on a test, so the correct answer is "cheating."

15

Before "excuse," an adjective is needed. So "acceptable" is the correct answer.

16

"The moment I arrived home" is the same as "as soon as I arrived home," which is what the boy is describing.

17

The boy is indicating that he went to bed right after taking a shower, so the correct answer is "immediately."

18

The boy is stating that he has no excuse for cheating, so "justification" is the correct answer.

19

A noun is needed. In this case, "punishment" is the only noun in the answer choices.

20

The boy is promising to improve his behavior, so he will be "as good a student as possible."

21

"Practically" needs to be used as an adverb modifying "over" in this sentence.

22

"The next chapter in my life" is a common expression that people use.

23

The only word that can precede the phrase "for different colleges" is "depart."

24

After "going to be," the -ing form of the verb must be used.

25

The passive form of the verb is needed in this sentence.

26

The request concerns the number of people who will be going to the party, so "attending" is the correct answer.

27

A participle phrase with a verb ending in -ed is needed here.

28

The passage refers to all 2,000 rooms, so the phrase "all of which" is needed.

29

The time of the construction of Versailles is given, so "during the seventeenth century" is correct.

30

The superlative form of the adjective is needed.

31

"Following the events of" is the same as "after the events of," which is what the phrase means.

32

When the palace was changed into a museum, it was "transformed."

33

The sentence refers to the present day, so the present simple tense form is needed. Since "Versailles" is a singular noun, the third person singular form of the verb is the correct answer.

34

The sentence is about the number of visitors per year, so "annually" is correct.

35

The comparative form of the adjective is needed.

36

Emperor penguins take care of their eggs to "ensure," or guarantee, that they will not be harmed.

37

The auxiliary verb "may" is needed in the sentence.

38

The egg is put "on top of" the feet of the male penguin.

39

The passive form is needed since the object – "a layer of stomach fat" – is doing the action in the sentence.

40

It is important, or "vital," for the eggs to be protected from the weather.

41

The "verb + -ed" form is needed here.

42

Because "this entire" precedes the answer choice, a singular noun is needed.

Answers

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

Explanations

- 1
Another word for “objective” is “goal.”
- 2
About Julie Johnston, the letter reads, “winning the county essay-writing contest (Julie Johnston).”
- 3
The letter notes, “Furthermore, our athletic teams all had winning records, and the girls’ volleyball team, led by Coach Alice Stevens, managed to come in second place in the entire state.” Thus, it can be inferred that the school’s athletic teams are successful.
- 4
The passage reads, “All students have to read at least five books and write short reports on them during the summer.”
- 5
The “them” that students must write short reports on are “five books.”
- 6
When a person “can feel free to swing by,” it means that the person is invited to a certain place. So the principal is welcoming everyone to go to his office.
- 7
The article focuses on how well the math team did by coming in third place at the tournament. Thus, the best summary of the article is “Math Team Comes in Third in Competition.”
- 8
The article describes how well the math team did and also notes how some other schools did. Therefore, it is describing the results of the competition.
- 9
The article does not mention any prizes that were awarded to the teams or individuals.
- 10
When a team makes a “dramatic” improvement from zero points to eighty-five points, then the improvement is “tremendous.”
- 11
About Molly Reed, it is written, “Overall, Molly Reed led the team by scoring an incredible twenty-five points. That made her the leading scorer in the entire tournament.”
- 12
Mrs. Gibbons says, “They took on teams that had twice as many students, but they still managed to capture third place.” Since some teams had twice as many students, the school’s math team was successful against teams much bigger than it.
- 13
The note explains how students can try out for some different teams.
- 14
According to the note, boys’ soccer has tryouts “Mon-Tues, March 8-9.”
- 15
The passage reads, “However, according to state rules, girls may participate in the boys’ soccer team. All interested girls should speak with Coach McCloud prior to tryouts.”
- 16
It is written, “The coaches have all agreed that any student may participate in two athletic teams so long as one is the track team.” Thus, it is probably true that the coaches communicate with each other.
- 17
The passage mentions, “Finally, all students must submit an injury release form to the coach of the team they want to play on. No students will be permitted to try out until it has been turned in.”
- 18
The “it” that must be turned in is the injury release form.
- 19
The passage focuses on the adventures that Sir Francis Drake went on during his life.

20

A person who is “revered” is well regarded by others.

21

About conquistadors, the passage reads, “Their soldiers, called conquistadors, effectively defeated the Aztec and Inca empires.”

22

It is written, “On account of their strength in the New World, the Spanish acquired a great amount of treasure. Thus there were constantly ships filled with treasure sailing across the Atlantic Ocean to Spain. Many sailors from other countries tried to capture these ships.” So the sailors wanted the treasures on the Spanish ships.

23

The passage notes, “In September 1580, one of Drake’s ships and fifty-six men reached home after having circumnavigated the world.” When a person circumnavigates the world, it means that he goes completely around it.

24

The name of Drake’s ship is not mentioned during the passage.

25

The passage mentions, “Three years later, King Philip II of Spain sent an enormous fleet, called the Spanish Armada, to defeat England. Drake was made second in command of the English fleet that emerged victorious against the Spanish.” Since the English “emerged victorious against the Spanish,” it can be inferred that the Spanish Armada lost to the English fleet.

26

When Drake’s luck “ran out,” it “ended,” so he died.

27

The passage mostly explains what causes both earthquakes and tsunamis to take place.

28

The passage notes, “However, tsunamis are the direct result of earthquakes and cannot happen without them.”

29

The “It” that is not a single piece of land is the crust.

30

When two things are “adjoining,” they are “bordering” one another.

31

About the crust, the passage reads, “Instead, it is comprised of a number of plates. There are a few enormous plates and many smaller ones.”

32

When scientific instruments can “perceive” something, they can “detect” it.

33

The passage does not mention anything about how often powerful earthquakes take place.

34

About tsunamis, it is written, “A large tsunami – one more than ten meters in height – can travel far inland. As it does that, it can flood the land, destroy human settlements, and kill large numbers of people.” So it is probably true that tsunamis can kill people standing near shore.

35

The passage describes some inventions and discoveries that happened by accident.

36

Research that is “arduous” is “tough.”

37

Something that is “replete with” something else is “full of” it.

38

An “endeavor” is an “attempt” at something.

39

About Teflon, the author writes, “Instead, he had invented Teflon, which is today most commonly used to make nonstick pots and pans.”

40

The passage reads, "John Pemberton was a pharmacist in Atlanta, Georgia. He was attempting to create a tonic that people could use whenever they had headaches. While he was not successful in that endeavor, he managed to invent Coca-Cola, the world-famous carbonated soft drink."

41

About Alexander Fleming, the author notes that his discovery of penicillin was accidental.

42

Since penicillin "has saved millions of lives over the past few decades," the author is implying that it is an invaluable medical supply.

Practice Test 2

PART 1

Listening Comprehension p.48

Answers

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

Scripts & Explanations

1

- B:** You don't look happy, Claire. What's the matter?
- G:** I left my new smartphone on the bus today. My parents are going to be upset when they find out what I did.
- B:** Didn't they just give you that phone three days ago?
- G:** Yeah. That's why they're not going to be pleased when I talk to them.

The girl tells the boy, "I left my new smartphone on the bus today."

2

- M:** Congratulations, Tina. You got the highest grade in the class on your report.
- G:** Thank you, sir. I worked hard on it.
- M:** It definitely showed. You have a knack for writing. Have you considered writing for the school paper?
- G:** I've never really thought about it. I suppose it could be fun. Maybe I'll talk to the person in charge of it and get some more information.

The teacher tells the student, "You have a knack for writing." That means she is a good writer. So that is why he suggests that she join the school newspaper.

3

- G:** Someone said your bike got stolen from the bicycle rack outside this morning.
- B:** That's right. When I checked on my bike at lunch, it was gone.
- G:** Did you remember to lock it up?
- B:** I did. Someone cut the chain on the lock. The school needs to put an end to these thefts. Mine is the third bike that has been stolen in the past month.

The main topic of the discussion between the students is the boy's bike, which was just stolen.

4

- W:** Bill, I understand you saw some students bullying Tim during lunchtime.

B: Um . . . I guess so. But I'm not exactly sure who they were.

W: You don't have to be afraid to give me their names. Bullying is something we need to stop. But we can't do that unless students have the courage to point out who the bullies are.

B: Yes, you're right.

The teacher tells the student that he ought to give her the names of the bullies. That way, the school can put an end to the bullying. The student answers, "Yes, you're right." So it is likely that he will tell the teacher the bullies' names.

5

B: Oh, no. I left my homework at home. What am I going to tell Ms. Winkler?

G: You can't give her that excuse. You already used it once this week.

B: But this time I'm telling the truth.

G: You shouldn't have lied to her the first time. Now she's going to accuse you of not doing your homework when you actually did it.

The girl tells the boy, "You shouldn't have lied to her the first time." So she implies that the boy does not always tell the truth.

6

G1: Are you going to take part in the spelling bee?

G2: Yes, I am. I signed up for it after third period ended. How about you?

G1: I'm not that good at spelling. I don't want to embarrass myself in front of everyone.

G2: Go ahead and do it. It's fun and a great experience as well. And who knows? You might even win.

The two girls are mostly speaking about the upcoming spelling bee.

7

W: I'd like to talk to you about Diego, the new exchange student. He doesn't seem to be getting along with many of the students. I think he's pretty shy. Why don't you all try to become

friends with him? Would you mind sitting with him at lunch and talking to him? I'd appreciate it if you'd do that. He really needs someone to hang out with.

The teacher asks the students, "Why don't you all try to become friends with him?" when talking about Diego, the new exchange student.

8

M: As most of you know, light moves incredibly quickly. To be exact, it moves about 300,000 meters per second. That's known as the speed of light. As far as we know, it's impossible to exceed the speed of light. But our guest tonight, Dr. Lewis Farber, has some ideas about how it might be done. Dr. Farber, welcome to our show.

The announcer speaks about Dr. Farber to introduce him to the program.

9

W: People say that Christopher Columbus discovered the New World. However, he definitely wasn't the first person from Europe or Asia to reach either North or South America. It has been proven that the Vikings made it to parts of Canada by around the year 1000. And some people even believe that the Romans arrived in the New World centuries earlier. Let me explain . . .

The teacher says, "And some people even believe that the Romans arrived in the New World centuries earlier. Let me explain." So she will probably talk about the Romans next.

[10-13]

B: April, I need to talk to you for a moment.

G: Sure, Tom. What is it?

B: I heard you're interested in joining the school newspaper as a reporter. Is that true? Do you want to be a member of the staff?

G: Sure. I'd love to do that. My sister is a reporter for the local paper, and she tells me all kinds of stories about her job. It sounds fun, so, uh, I want to try it.

B: You know I'm the editor of the paper, right?

G: Yes, I'm aware of that. That means you have the power to give me a job, doesn't it?

B: It sure does. And, to be honest, we need some reporters. Susan was a member of the staff until three days ago. But she had to quit for some reason. Ever since she quit, I've been looking for someone to replace her.

G: I'd like to give it a shot.

B: Great. I know you can write because I've seen your work before.

G: You have? When did you do that?

B: Remember a couple of years ago when we had to do that group project in English class? You and I were in the same group, and I read the paper that you wrote.

G: Wow, I can't believe you remember it. It seems like that happened so long ago. Anyway, what do you want me to do for my first assignment? Do you want me to interview the new social studies teacher?

B: No. Don't worry about that. I've already assigned that duty to Jim. Instead, I want you to cover tonight's football game. It starts at seven thirty, and it should last for a couple of hours. See if you can get some interviews after the game, especially if we win.

G: No problem. I look forward to doing that.

10

The boy asks the girl, "You know I'm the editor of the paper, right?"

11

When the boy notes "for some reason," he is indicating that he does not know why the girl quit the student newspaper.

12

After the girl asks the boy how he knows about her writing ability, he responds, "Remember a couple of years ago when we had to do that group project in English class? You and I were in the same group, and I read the paper that you wrote."

13

In talking about the football game, the boy tells the girl, "I want you to cover tonight's football game."

[14-18]

B: Ms. Whittle, you mentioned something about an extra-credit project in class today. Could you tell me a little about it?

W: Okay. But why do you want to do it?

B: Er . . . I'm not pleased with my grade, so, uh, I figure that if I can get some bonus points, I might be able to pull off an A in your class.

W: That's a good attitude to have, Bill. But, uh, I don't have much time to tell you about it because I've got class in a couple of minutes. Hmm . . . And so do you I believe.

B: That's correct. I have Mr. Thompson's class next.

W: Well, you don't want to be late for his class. You know how he can be when students are even a few seconds late.

B: Yeah. I know all about that.

W: Anyway, let's get back to the matter at hand. The extra-credit project involves doing some work in the lab. I want you to think of an experiment that you'd like to do.

B: What kind of experiment?

W: Anything really. Read a couple of chemistry books in the library to get some ideas. But check with me for approval before you start. So, uh, basically, just do the experiment and then write a lab report on both the results and your interpretation of the results.

B: That's it? Cool. Oh . . . How many bonus points can I get for this?

W: Anywhere from one to five. It depends on the quality of your work. Now get going. The bell is about to ring.

14

In explaining why he wants to do the project, the boy declares, "I'm not pleased with my grade, so, uh, I figure that if I can get some bonus points, I might be able to pull off an A in your class."

15

About Mr. Thompson, the teacher advises the student, "You know how he can be when students are even a few seconds late." The student responds by stating, "Yeah. I know all about that." In saying that, he implies that he has been late for Mr. Thompson's class before.

16

The teacher tells the student, "Read a couple of chemistry books in the library to get some ideas." Thus, she wants him to go to the library to get some ideas on the experiment he will do.

17

When the student asks how many bonus points he can get, the teacher answers, "Anywhere from one to five. It depends on the quality of your work."

18

When the teacher makes that comment, she implies that the boy will be late for his class if he does not hurry up.

[19-22]

B1: Jimmy, are you going to try out for the baseball team again this year?

B2: Yeah. But, uh, I don't think I need to try out for the team. Coach has already told me that I'm going to be the starting second baseman.

B1: That's great. Congratulations.

B2: Thanks, Kevin. So, uh, why are you curious about the team?

B1: Well . . . I've been giving some thought to trying out. I'm a pretty decent pitcher, so I think I've got a shot at making the team.

B2: If you're any good, you'll probably make it. Two of our best pitchers graduated last year, so we could definitely use a new player or two.

B1: That sounds good. So . . . assuming that I make the team . . . what is it like to be on the team?

B2: It's really cool. We play about twenty games a year . . . more if we make the playoffs. Half are home games, and half are road games.

B1: How far away are the road games?

B2: Hmm . . . I'd say most of them are within an hour's drive of the school. But there are a couple of schools . . . White Plains and Gadsden I think . . . that are about two hours away. That's a long ride on the school bus.

B1: Huh. I didn't know that.

B2: Yeah. It's no fun riding home on the bus if you lose one of those games.

B1: I can imagine. How does being on the team affect your schoolwork, Jimmy?

B2: It's rather hard when you've got a test the day after an away game. But I try to do my best, so my grades are good. I don't know if you work part time or not, but you won't be able to do that if you're on the team and want to keep your grades up.

19

During the conversation, the boys talk about what it is like to be on the baseball team.

20

The boy on the baseball team states, "Two of our best pitchers graduated last year, so we could definitely use a new player or two."

21

The boy on the baseball team notes, "I'd say most of them are within an hour's drive of the school."

22

Jimmy tells the other boy, "But I try to do my best, so my grades are good. I don't know if you work part time or not, but you won't be able to do that if you're on the team and want to keep your grades up." Since Jimmy has good grades, it can be inferred that he does not have a part-time job.

[23-26]

G: I am so overloaded with work. I have no idea what I'm going to do.

B: I know what you mean. The teachers seem to be giving us a lot of homework these days. I'm totally swamped as well.

G: Yeah, but you don't do any extracurricular activities, do you?

B: Not this year. My parents want me to focus solely on my grades since they aren't as good as they should be. So they won't let me play basketball or join any clubs.

G: That's too bad.

B: Yeah. I wish they'd reconsider, but they won't. Anyway, what extracurricular activities are you doing that have you so busy?

G: Well, I'm a member of the math team. And I also write for the school newspaper and work on the school yearbook committee.

B: Wow, that's a lot. Which of those three activities keeps you the most occupied?

G: Right now, it's the school newspaper. I have to write at least one article a week for it. The math team isn't too bad. All we do is go to math contests every once in a while. For example, we've got a contest this Saturday.

B: That's cool. How about the yearbook?

G: We're doing some preliminary meetings now. The bulk of the work will be in the spring. But we're still meeting at least once a week.

B: Good luck with all that. It seems like your schedule is packed.

23

Throughout the conversation, they mainly talk about all of the extracurricular activities that the girl is doing.

24

The boy says that his parents want him to focus on his grades, so "they won't let me play basketball or join any clubs." Then, he states, "I wish they'd reconsider, but they won't."

25

In response to the boy's question about which activity keeps her the busiest, the girl tells him, "Right now, it's the school newspaper."

26

About the yearbook committee, the girl notes, "The bulk of the work will be in the spring."

[27-30]

M Teacher: Can anyone tell me what a current is? Alice, do you know?

G: I think it's like when the water in the ocean moves like a river. I mean, uh, the current seems to move differently than the water around it.

M: That's not a bad definition of a current, Alice. Thank you. Oceans and seas have currents. Like Alice said, they're like rivers that move in larger bodies of water. There are both warm-water and cold-water currents. There are currents all around the world. Some even have names. Do any of you happen to know the name of one? Fred, your hand is up.

B: The Gulf Stream is a current. I know that because it flows right by our city. In fact, my dad and I take our boat out to fish in the Gulf Stream when we have the time.

M: Well done, Fred. That was the answer I was looking for. I'm sure most of you have heard of the Gulf Stream. But you might not know what exactly it is. So let me give you a few facts about it.

The Gulf Stream is one of the world's largest and longest ocean currents. Look at the map here . . . It extends from the Gulf of Mexico . . . and passes Florida and the eastern coast of North America as it heads northward . . . It crosses the Atlantic Ocean and goes to Europe . . . There, it divides into two main streams. One heads south toward Africa . . . The other moves north past England and Western Europe and then goes toward Norway.

As for the Gulf Stream itself, it's about 100 kilometers wide. It moves at a rate of two and a half meters per second. It mainly moves eastward and northward because of the wind conditions where it originates. The wind, you see, helps move the water. The Gulf Stream starts with very warm water, but, as the wind pushes it, the water starts cooling off. By the time the water reaches Europe, it's much warmer . . . uh, sorry. I mean cooler . . . It's much cooler than it was when it left the Gulf of Mexico. Alice?

G: I heard that the Gulf Stream affects the climates of different places. Is that true?

M: It sure is. And that's what I want to tell you about now.

27

During the discussion, the teacher and students are talking about the Gulf Stream.

28

The teacher asks a question about currents, and the boy answers by mentioning the Gulf Stream. So the boy is responding to the teacher's question.

29

The teacher notes, "The Gulf Stream starts with very warm water, but, as the wind pushes it, the water starts cooling off."

30

The girl asks a question about how the Gulf Stream affects the climate in different places. The teacher says that he wants to talk about that. So he will probably continue talking about currents.

[31-33]

M Teacher: In the early 1800s, Texas was a part of Mexico. However, as many Americans began to move westward, lots of them migrated to Texas. After a few years, they had established their own communities. These settlers had no desire to belong to Mexico. Instead, they sought to be independent. Understandably, the Mexicans objected to this. After all, which country wants to lose land that it controls? Anyway, in 1835, some fighting broke out between the American settlers and Mexican soldiers. For the most part, the Americans won those battles. Then, in early 1836, the Mexicans sent a large army into Texas. At that time, the Texans occupied an old Spanish church mission in San Antonio that was called the Alamo.

The Mexican army surrounded the Alamo and laid siege to it on February 23, 1836. The Mexicans had around 3,000 men and were led by Santa Anna. The Texans, meanwhile, only had about 250 men. They were led by Colonel William Travis. The famous frontiersmen James Bowie and Davy Crockett were at the Alamo as well. I'm sure you've heard of both men.

The siege lasted until March 6. On March 5, Santa Anna ordered his soldiers to move into position for an all-out assault on the Alamo the next day. In the morning on the sixth, the

attack began. The Texans were good shots and killed a large number of Mexicans, who were out in the open. But there were too many Mexican soldiers. The Mexicans breached the walls, broke into the Alamo, and killed all of the men there. It was a stunning defeat for the Texans. However, they used this loss to inspire them to victory. "Remember the Alamo" became the battle cry of the Texans. They soon defeated Santa Anna's army and even captured him. After that, Texas split apart from Mexico and became an independent nation.

31

During most of his talk, the teacher focuses on the Alamo and the battle that was fought there.

32

The teacher tells the students, "These settlers had no desire to belong to Mexico. Instead, they sought to be independent. Understandably, the Mexicans objected to this. After all, which country wants to lose land that it controls?"

33

The teacher states, "The famous frontiersmen James Bowie and Davy Crockett were at the Alamo as well."

[34-37]

W Teacher: Australia has lots of unusual mammals, such as the kangaroo and the koala. We're going to get to them in a bit. But, for a couple of minutes, I'd like to tell you about another unique animal that lives there. It's called the dingo. The dingo is a predator that's similar to a dog. I guess you could say it's more like a wild dog. It's believed that the dingo migrated to Australia from Southeast Asia thousands of years ago since there are wild dogs similar to the dingo in some parts of Southeast Asia.

Anyway, the dingo lives mainly in the interior of Australia, which is called the Outback. It has short fur that's reddish brown in color, but, uh, its underside is more whitish in color. The dingo has short, pointed ears and a long tail. As for its size, it averages around thirty kilograms in weight. It can live for up to twenty years. As I already mentioned, the dingo is a predator. In

fact, it's Australia's largest predator that lives solely on land. The dingo typically eats small mammals like, uh, like rabbits and rats. It also eats birds and reptiles, particularly lizards. The dingo has been known to attack livestock . . . mainly sheep and cattle. There's an ongoing battle in Australia between farmers who want to kill the dingoes that attack their livestock and people who want to keep them alive. Dingoes occasionally attack humans and have, in a few rare cases, killed small children.

The dingo is a social animal that typically travels in packs of up to ten. In that way, I suppose it's like the wolf, another animal related to the dog. Female dingoes breed once a year and give birth to up to five pups at a time. The pups usually stay with their mother for up to eight months. Now, let me tell you a little about how dingoes communicate with each other. I think this is pretty interesting . . .

34

During the lecture, the teacher provides a number of facts about the dingo.

35

About the dingo, the teacher declares, "It's believed that the dingo migrated to Australia from Southeast Asia thousands of years ago since there are wild dogs similar to the dingo in some parts of Southeast Asia." So the teacher suggests that the dingo is not native to Australia but instead migrated there.

36

The teacher mentions, "As I already mentioned, the dingo is a predator." Thus, the dingo hunts and eats other animals.

37

The teacher states, "The dingo is a social animal that typically travels in packs of up to ten. In that way, I suppose it's like the wolf, another animal related to the dog."

M Teacher: As I'm sure you know, there are eight planets in the solar system. What you might not be aware of, however, is that we can divide these planets into two distinct groups. Astronomers call them the inner and outer planets. Oh, uh, some also refer to them as terrestrial planets and Jovian planets, respectively. The inner planets are, naturally, those closest to the sun. They are Mercury, Venus, Earth, and Mars. The outer planets – or Jovian planets – are Jupiter, Saturn, Uranus, and Neptune.

The inner and outer planets have a number of characteristics that make them different from one another. I'm going to go over them for you now. First, the most obvious difference is their size. The inner planets are the four smallest while the outer planets are the four biggest. Jupiter is the largest, and Mercury is the smallest. Another obvious difference, if you think about it, is that the terrestrial planets orbit the sun much more quickly than the Jovian planets. Earth takes 365 days to orbit the sun. Mercury takes eighty-eight days, Venus 224, and Mars almost 687. Jupiter, however, takes twelve years to orbit the sun. And that's the fastest of the Jovians. Another clear difference is the number of moons that orbit them. Mercury and Venus have none, Earth has one, and Mars has two. The outer planets each have large numbers of moons. Let's see . . . Neptune has thirteen, Uranus twenty-seven, Saturn sixty-two, and Jupiter at least sixty-three.

Okay . . . So what about the less apparent differences? . . . One is their composition. The inner planets are rocky and have solid cores, which make them dense. The outer planets are mainly made of gases, aren't very solid, and aren't very dense. They're often called gas giants. Another difference is how quickly or slowly they rotate on their axes. The outer planets rotate quickly, which gives them short days. A day on Jupiter is about ten hours while Saturn's day is ten hours forty minutes long. Contrast that with Mercury, which takes more than fifty-eight days to rotate once. And Venus completes one revolution in 243 days. That's longer than a Venusian year.

38

During the talk, the teacher focuses on the planets in the solar system.

39

The teacher compares the outer planets with the inner planets.

40

The teacher states, "Astronomers call them the inner and outer planets. Oh, uh, some also refer to them as terrestrial planets and Jovian planets, respectively."

41

The teacher tells the class, "Neptune has thirteen, Uranus twenty-seven, Saturn sixty-two, and Jupiter at least sixty-three." Thus, Jupiter has the most moons.

42

Since the Jovian planets are all gas giants and Saturn is a Jovian planet, it can be inferred that Saturn is a gas giant.

PART 2

Language Form and Meaning p.54

Answers

- 1 (D) [Sentence Structure Question]
- 2 (B) [Vocabulary Question]
- 3 (C) [Verb Form Question]
- 4 (A) [Sentence Structure Question]
- 5 (C) [Vocabulary Question]
- 6 (A) [Modifier Question]
- 7 (C) [Relative Clause Question]
- 8 (B) [Comparison Question]
- 9 (C) [Sentence Structure Question]
- 10 (B) [Modifier Question]
- 11 (C) [Word Form Question]
- 12 (A) [Noun Clause Question]
- 13 (A) [Word Form Question]
- 14 (C) [Vocabulary Question]
- 15 (D) [Relative Clause Question]
- 16 (A) [Vocabulary Question]
- 17 (D) [Sentence Structure Question]
- 18 (B) [Comparison Question]
- 19 (A) [Vocabulary Question]
- 20 (C) [Verb Form Question]

- 21 (D) [Relative Clause Question]
- 22 (A) [Vocabulary Question]
- 23 (C) [Word Form Question]
- 24 (B) [Vocabulary Question]
- 25 (A) [Verb Form Question]
- 26 (C) [Sentence Structure Question]
- 27 (B) [Vocabulary Question]
- 28 (D) [Verb Form Question]
- 29 (A) [Sentence Structure Question]
- 30 (C) [Modifier Question]
- 31 (A) [Sentence Structure Question]
- 32 (D) [Vocabulary Question]
- 33 (B) [Comparison Question]
- 34 (B) [Sentence Structure Question]
- 35 (D) [Vocabulary Question]
- 36 (A) [Vocabulary Question]
- 37 (C) [Sentence Structure Question]
- 38 (A) [Sentence Structure Question]
- 39 (D) [Sentence Structure Question]
- 40 (B) [Relative Clause Question]
- 41 (D) [Vocabulary Question]
- 42 (A) [Word Form Question]

Explanations

1

After using "is pleased," the infinitive form of the verb is needed.

2

When a cast prepares for a play, its members "rehearse."

3

The passive form of the verb is needed.

4

After the word "to," the base form of the verb is needed. In addition, the proper phrase is "set aside some time."

5

Since the school is not going to have any classes for two weeks, it will "suspend" classes.

6

The correct preposition when describing fields of business is "in."

7

Since "in the future" follows the answer choices, the auxiliary verb "may" should be used to suggest a future meaning.

8

The sentence is making a comparison between this year's program and last year's program, so the comparative form is needed.

9

The sentence refers to the schedule that will be followed, so "According to" must be used.

10

The students will be in different departments in the hospital, so the correct preposition is "in."

11

A verb is needed in this sentence. There is only one verb in the answer choices.

12

The writer is referring to a future event, so the question word "what," not "how," and the future tense must be used.

13

The correct term is "exchange student."

14

When a holiday is coming, you can say that it is "approaching."

15

The clause describes an event that happens at a certain time, so the wh-question word "when" must be used.

16

The writer is issuing an invitation, so the correct word is "invite."

17

After "will," a verb in its base form must be used. In addition, after "get," the infinitive form of the verb is needed.

18

The noun that follows the answer choices is in the plural form, so "one of the best" must be used.

19

When a person will experience something for the first time, that person will receive an "introduction" to it.

20

The event will happen in the future, so the future tense is needed.

21

The wh-question word "where" must be used since the sentence is referring to a location.

22

Since the students sometimes visit schools and do not always study at their homes, "primarily" is the correct answer.

23

The adjective form of the word must be used since it modifies the noun that comes after it.

24

The students ask the homeschoolers many questions, so they are "curious" about their experiences being homeschooled.

25

The present simple tense form of the verb is needed in this sentence.

26

The correct phrase is "spend time with," so the answer choice must have "with."

27

The telescope is in "orbit" around Earth.

28

The sentence uses "since then," so the present perfect continuous tense is needed to refer to something that started in the past and is continuing to take place in the present.

29

The expression "both A and B" is needed here.

30

The word "that" is implied in the passage. The answer choice must be a relative clause to modify the noun "mirror."

31

After "cause," the infinitive form of a verb is needed.

32

The writer wants the government to spend "funds," which is money, on the telescope.

33

With "possible," the correct expression is "as soon as possible."

34

After a participial phrase, a clause must be used. Here, the writer is referring to a future action, so B is the correct answer in which "can" is a substitute for "will."

35

Since no one is sure about when and how some sports were invented, their origins are "hazy."

36

Since the origins of basketball are known, they are "documented."

37

When referring to a sport, you can say "the sport of ~."

38

After "tend," the infinitive form of a verb is needed.

39

Since basketball is just one game, then "ten basic rules for the game" is the correct answer. "The game" is the only answer choice that is in its singular form.

40

After "ones," "that" is most commonly used.

41

Play had to be stopped, or "halted," to get the balls out of the baskets since there were bottoms in the baskets.

42

The answer choice must be in the adjective form.

PART 3

Reading Comprehension

p.66

Answers

- 1 (A) [Main Idea Question]
- 2 (B) [Inference Question]
- 3 (B) [Detail Question]
- 4 (D) [Vocabulary Question]
- 5 (B) [Vocabulary Question]
- 6 (C) [Detail Question]
- 7 (D) [Author's Purpose Question]
- 8 (B) [Vocabulary Question]
- 9 (C) [Inference Question]
- 10 (A) [Detail Question]
- 11 (C) [Vocabulary Question]
- 12 (B) [Pronoun Referent Question]
- 13 (C) [Main Idea Question]
- 14 (B) [Vocabulary Question]
- 15 (D) [Pronoun Referent Question]
- 16 (B) [Rhetorical Structure Question]
- 17 (C) [Detail Question]
- 18 (A) [Detail Question]
- 19 (D) [Main Idea Question]
- 20 (B) [Inference Question]
- 21 (B) [Vocabulary Question]
- 22 (B) [Rhetorical Structure Question]
- 23 (D) [Vocabulary Question]
- 24 (A) [Detail Question]
- 25 (C) [Detail Question]
- 26 (C) [Pronoun Referent Question]
- 27 (B) [Main Idea Question]
- 28 (D) [Detail Question]
- 29 (B) [Vocabulary Question]
- 30 (C) [Inference Question]
- 31 (D) [Detail Question]
- 32 (B) [Detail Question]
- 33 (A) [Vocabulary Question]
- 34 (C) [Inference Question]

- 35 (C) [Main Idea Question]
 36 (B) [Detail Question]
 37 (A) [Vocabulary Question]
 38 (D) [Detail Question]
 39 (C) [Detail Question]
 40 (B) [Vocabulary Question]
 41 (C) [Rhetorical Structure Question]
 42 (C) [Detail Question]

Explanations

1

In the note, the teacher explains what he or she expects of the students in his or her class.

2

The discussions are worth 10% of the students' grades. There are four tests worth 20% each. The teacher notes, "You will be graded on these assignments," when mentioning the students' homework. Thus, it is probably true that the homework assignments are worth a small percentage of the students' grades. At most, they can be only 10%.

3

The teacher mentions nothing about attendance being a part of the students' grades.

4

When a person makes an inquiry, that individual is asking a question.

5

When a person confesses something, he or she admits a fact.

6

The teacher writes, "You need to write down the important information that I mention in your notebooks."

7

The schedule focuses on some changes that have been made concerning some of the clubs at the school.

8

When students should "take note of" some changes, they need to be aware of them.

9

Both the photography club and the geography club have their first meetings at the same time. According to the note, "As these are the initial meetings, students who desire to join these clubs must be present; otherwise, they will not be allowed to join." Thus, it can be inferred that photography club members cannot also join the geography club.

10

It is written, "In addition, the chess club and the hiking club have both been cancelled this year due to a lack of interest."

11

When students "express" an interest in a club, they "show" that they are interested in it.

12

The "they" that will be reinstated are "both clubs."

13

The article focuses on how some local students are spending their time hunting for fossils.

14

When people stumble upon something, they find it by accident.

15

The "them" that were brought to the museum were "some bones."

16

About the Damke Foundation, the article reads, "Thanks to a generous grant from the Damke Foundation, the students were able to accompany the professor on his dig."

17

Wendy Jacobs is "a Donoho senior," so she is a fourth-year student there.

18

The article mentions, "The students, all of whom intend to major in science at college, are looking forward to returning this coming weekend." So the students will go back to the dig site within a week.

19

The passage focuses on Mars and how many people have believed that there might be life on that planet.

20

It is written, "In the nineteenth century, there were finally telescopes made that could closely examine at the surface of the Red Planet. While looking at Mars, an Italian astronomer saw many straight channels on its surface." So it can be inferred that the Red Planet is a nickname for Mars.

21

When something is "akin to" another thing, the two resemble one another.

22

The passage notes, "The result of that highly publicized claim was that a great number of myths about Mars suddenly arose. For instance, H. G. Wells wrote *The War of the Worlds*, a book about a Martian invasion of Earth, in 1898."

23

When something ignites a great deal of interest among people, it means that many people begin to think about it.

24

About the Martian face, the author writes, "In 1976, *Viking 1* took a snapshot of the Martian surface. In the picture was what appeared to be an enormous human face."

25

The passage reads, "In 2001, however, the mystery of the Martian face was solved by *Mars Global Surveyor*. The pictures that it transmitted proved that the face was just a mesa, a type of geological formation."

26

The "it" that transmitted pictures of the Martian face was *Mars Global Surveyor*.

27

In the story, Jeremy explains to Don why he is so successful at school.

28

According to the story, "Don was feeling rather upset because he had gotten a 75 on his science test while Jeremy had received a 99."

29

When a person plays dumb, that individual pretends not to know something.

30

Don claims that he studies hard, but according to the story, "Do you?" Jeremy said with a knowing look on his face." Jeremy also points out that Don was sleeping in class and listening to music in others. So it is probably true that Jeremy doubts that Don really studies as hard as he says that he does.

31

There is no mention of the grade that Don received on his English test.

32

Jeremy tells Don, "If you take notes in class, pay attention, and then review your notes at home later the same night, you will be able to remember practically everything."

33

A "skeptical" look is one in which the person is "doubtful."

34

When Don says, "It's a deal," it is implied by the author that Don will follow Jeremy's advice.

35

The passage focuses on the geography of the Great Lakes by describing the lakes and the area around them.

36

The passage reads, "The smallest of the group is Lake Ontario while Lake Superior is the largest."

37

When the glaciers were "receding," they were "retreating" by moving backward.

38

There is no mention of falling rain or snow helping create the Great Lakes.

39

The author writes, "There are also around 35,000 islands in the lakes," so there are tens of thousands of islands in the Great Lakes.

40

Something that is "immense" is "huge."

41

About the St. Lawrence River, the passage reads, "The entire system flows to the Atlantic Ocean by way of the St. Lawrence River in Canada."

42

The passage notes, "This has transformed many port cities into major transportation centers in Canada and the United States."

Practice Test 3

PART 1

Listening Comprehension p.82

Answers

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

Scripts & Explanations

1

- B: Today is picture day. Which set do you intend to buy?
- G: I'm just going to purchase the standard set. I don't need to get the deluxe set.
- B: You don't? Why not?
- G: I've already got hundreds of pictures of myself on my smartphone. I don't want to pay for a bunch at school. And that would be a waste of money.

The girl says, "I'm just going to purchase the standard set."

2

- G: Mr. Phillips, I think you made a mistake grading my test.
- M: I did? Could you show me what I did wrong, Lucy?
- G: Sure. Take a look at number ten. I'm pretty sure I got the right answer, but you marked it wrong.
- M: Hmm . . . You're absolutely right. I'm so sorry. Thanks for bringing this to my attention.

The girl shows the teacher how he made a mistake while grading her test. He looks at the test, realizes she is right, and then apologizes. So he will probably change her grade next and give her a higher score.

3

- G1: Have you met the new girl yet?
- G2: Yeah, she's quite nice. Her family lives next door to mine, so I met her a couple of days ago.
- G1: Really? I didn't know that.
- G2: Her name is Sarah. She likes volleyball and loves rock music. I think we're going to get along fine with her at school. Be sure to say hi to her sometime.

The two girls are talking about a new student who moved next door to one of them.

4

W: Donny, do you know why you're in my office?
 B: Yes, ma'am. Mr. Simmons caught me writing on the walls in the classroom.
 W: That's a big problem, Donny. It causes extra work for the janitors. So you're going to spend the next week on detention helping them clean the school. Hopefully, it will teach you an important lesson.

The principal tells the boy, "So you're going to spend the next week on detention helping them clean the school."

5

G: Mrs. Douglas, I simply can't learn Spanish. This class is too hard for me.
 W: Don't give up, Emily. Learning a foreign language is never easy.
 G: But I can't seem to remember any of these words. They all sound so, uh, so strange to me.
 W: It's only the first week of school. I'm sure you'll get better as time passes. Just be more patient.

The teacher is telling the student not to give up on learning Spanish. Then, she mentions that it is the first week of school and that she needs to be more patient. So the teacher is trying to encourage the student.

6

B: Why weren't you at school yesterday? You missed the school picnic.
 G: I know. I feel bad that I couldn't go, but I had to stay in bed all day yesterday. I felt awful.
 B: At least you didn't miss any schoolwork. Still, everyone had a great time hanging out at the park. It would have been great if you had been there.

The boy tells the girl about the picnic to note what she missed when she was sick.

7

M: I'm proud to announce that our school has been selected as the best school in the city. Let me be the first to congratulate you on a job well

done. There are fourteen other schools in the city, and we came out on top. But don't let this go to your heads. You need to keep up the good work and continue working hard.

The principal tells the students, "Let me be the first to congratulate you on a job well done."

8

G: So, Mr. Feldman, can you tell our guests what a recession is?
 M: Sure, Gloria. Basically, a recession is an economic slowdown. This slowdown isn't measured in weeks though. It lasts at least a few months and could last even longer. Let me tell you what happens during a recession. First, unemployment goes up. As a result, fewer people have jobs.

The man mentions that "a recession is an economic slowdown." He also states that a recession lasts "at least a few months" and that the unemployment rate increases. So he suggests that it is a period of economic hardship.

9

M: This chart is known as the periodic table of elements. It lists all the elements known to man. This includes those that appear naturally and those that are manmade. Look at the individual boxes. Each has one or two large letters. These are the symbols for individual elements. For instance, hydrogen is represented by an H. Notice that there are numbers inside each box, too.

At the end of the talk, the teacher says, "Notice that there are numbers inside each box, too." So he is probably going to explain what the numbers mean.

[10-13]

M: Mary, why don't you stay here for a moment? I need to chat with you about something.
 G: Sure thing, Mr. Kimball.
 M: I'm curious . . . I asked a question in class that nobody could answer. Remember that?
 G: Yes, sir, I do.
 M: Well, nobody answered it, but I'm pretty sure that you could have. I'm a good judge of students. After all, I've been teaching for more

than two decades. And I could tell by the look in your eyes that you knew the answer. I'm right, aren't I?

G: Yes, you are. I knew the answer.

M: So why didn't you speak up and say anything?

G: Um . . . I don't really enjoy speaking in front of others. I'm a little shy. I, um, I get kind of nervous if I have to talk in class.

M: I see. In that case, would it help if I called on you? I mean, instead of raising your hand and volunteering an answer, how about if I just ask you directly? Do you think that would be better?

G: It might. I can't say for sure. I just have a hard time speaking up.

M: Okay. Let's try it the next time we have class. If it makes you feel uncomfortable, I won't do it anymore. But I'd like to see you speak more since I know you have a lot to contribute. So we'll give my idea a shot.

G: Thanks, Mr. Kimball. I appreciate that.

10

The teacher has a talk with the girl about how she knows the answers but does not speak in class. So they are talking about her failure to contribute to the class.

11

The girl says, "I don't really enjoy speaking in front of others. I'm a little shy. I, um, I get kind of nervous if I have to talk in class." She also states, "I just have a hard time speaking up." So it can be inferred that she is quiet in all of her classes.

12

About herself, the girl states, "I, um, I get kind of nervous if I have to talk in class."

13

The teacher asks, "Instead of raising your hand and volunteering an answer, how about if I just ask you directly?" The girl agrees, so the teacher says, "Let's try it the next time we have class." So he will ask the girl a direct question in her next class.

[14-18]

W: Ray, what are you doing here in the library *after* school? Don't you have soccer practice to attend?

B: Actually, Mrs. Foss, I decided not to play on the team this year. I'm going to focus on my grades instead.

W: Focus on your grades? But you're already getting all A's. In fact, I'm pretty sure that you've never gotten anything below an A since elementary school.

B: Yes, ma'am. That's correct. But I want to make sure my grades don't drop this year. After all, I'm applying to a lot of top colleges.

W: Ray, do you mind if I give you a little bit of advice?

B: Not at all, ma'am. I'm always willing to accept advice, especially if it's free.

W: Colleges – especially the best ones in the country – don't just want students who have good grades.

B: They don't?

W: Well, grades are important, of course. But most colleges are looking for well-rounded individuals. In other words, they want students who not only have good grades but who also participate in various extracurricular activities.

B: I think I see what you're getting at.

W: I hope so. What I'm trying to say is that if you don't play sports or don't belong to any clubs, no matter how good your grades are, you're going to have a harder time getting into an elite college.

B: So . . .

W: Talk to Coach Patterson and see if he'll let you on the team.

B: Yes, ma'am. I think I'll do that.

14

The boy tells the teacher about the soccer team, "I decided not to play on the team this year."

15

The teacher is surprised when she makes the comment because she notes that the boy gets all A's and always has good grades. In addition, the teacher's tone of voice is important. Listen for the surprise in her voice.

16

The teacher notes that the boy gets very good grades. So he is probably an outstanding student.

17

About the best colleges in the country, the teacher claims, "Well, grades are important, of course. But most colleges are looking for well-rounded individuals. In other words, they want students who not only have good grades but who also participate in various extracurricular activities." So she is explaining what the colleges look for when students apply to them.

18

The teacher tells the student, "Talk to Coach Patterson and see if he'll let you on the team." He agrees. Since school is over, it is likely that the student will meet with the coach next and ask to be allowed to join the team.

[19-22]

G: David, how was driver's ed today? You got to drive on the road for the first time today, didn't you?

B: Yeah, Beth, I did. But . . . um . . . it didn't go too well.

G: You didn't crash the car or anything, did you? Oh, no. Please tell me you didn't.

B: I didn't crash the car. But . . .

G: Okay. Spill it.

B: I think I scared Ms. Hooper while I was driving.

G: Ms. Hooper? Our teacher?

B: Yeah. Here's what happened . . . When I pulled out of the school parking lot, I guess I pressed down on the accelerator too hard. So the tires squealed pretty loudly. I'm surprised you didn't hear it from your classroom.

G: Oh, so that's what that noise was.

B: Ah, okay. Never mind. Anyway, as I left the school, I happened to pull out in front of a car that was going really fast, so it almost hit us. Fortunately, the driver managed to stop at the last moment. I was pretty shaken up by that, so I didn't notice that the first stoplight we came to was red. I drove right through it without even stopping. I can't believe I broke the law like that.

G: You didn't.

B: I did. I guess Ms. Hooper had had enough by then since she told me to pull over immediately. She made me sit in the passenger seat while she drove back to school. She berated me about my driving skills the entire trip back.

G: I guess that you're not going to be driving in class again for a long time.

B: That's what Ms. Hooper said.

19

When a person says, "Spill it," he or she wants someone to say something. In this case, the girl wants the boy to tell her what happened in the driving class.

20

The boy says, "I was pretty shaken up by that, so I didn't notice that the first stoplight we came to was red. I drove right through it without even stopping. I can't believe I broke the law like that."

21

The boy states, "I guess Ms. Hooper had had enough by then since she told me to pull over immediately. She made me sit in the passenger seat while she drove back to school." Thus, Ms. Hooper disliked how the boy drove.

22

Since the boy is taking a driver's education class and he drives poorly, it can be inferred that he has little experience driving.

[23-25]

B: Mrs. Campbell, do you think I could have a word with you? I need to talk to you about something.

W: Sure, Larry. Are you here about your grade on the book report?

B: Yes, ma'am. Um . . . I'm not really sure why I got a C+ on it. I mean, uh, I thought I followed your directions. This is the lowest grade I've ever gotten at school.

W: Well, Larry, there were a lot of problems with your paper. I could have easily given you a lower grade, but it seemed obvious to me that you had tried hard while writing it.

B: A lower grade? Um . . .

W: Did you bring the paper with you? I can show you a few things if you have it here.

B: Yes, ma'am. I've got it right here. Just a minute . . . Ah, here it is . . .

W: All right. Let's look . . . Now, do you see this part? That's a run-on sentence. That's bad grammar, so you lost points for that.

B: Okay.

W: And you didn't use quotes here . . . Right here, you used the wrong verb tense. You know, Larry, you really need to work on your grammar. You had so many of those mistakes on your paper.

B: I guess I've never cared that much about grammar. It never seemed that important.

W: You're going to have to get a new attitude toward it now. If your grammar isn't any good in my class, there's no way that you'll get an A or a B.

B: I see. I'll start reviewing grammar as soon as school is done today.

W: That's a good attitude. Good luck, Larry.

23

During the conversation, the teacher tells the boy why he got a low grade on the paper by pointing out his various mistakes.

24

The teacher tells the boy, "Larry, you really need to work on your grammar. You had so many of those mistakes on your paper."

25

The student tells the teacher, "I'll start reviewing grammar as soon as school is done today."

[26-29]

W Teacher: We get most of our energy from fossil fuels, such as coal, oil, and natural gas. We use these fossil fuels to run machines, to operate cars, airplanes, and other vehicles, to heat our homes, and to make electricity. Unfortunately, fossil fuels won't last forever. Once we use them, they're gone. No one is really sure how big our

supply of fossil fuels is. We may have enough to last for a few decades. Or we might have a supply that will last (for) several centuries. Anyway, since they are nonrenewable resources, we need to use them sparingly. We also need to come up with ways to save energy so that we can make our supplies last longer. So . . . Any ideas?

G: I think the best way to save energy is not to use it.

W: You're going to have to explain that a little more clearly, Stephanie. Are you suggesting that we not use any energy at all?

G: Uh, no, I'm not. I think I stated my idea poorly. I mean that we can do things like walk or ride bikes instead of driving cars. By acting that way, we can save gas.

W: Yes, that makes sense. Chris?

B: Since it gets pretty cold here in winter, we use lots of energy to heat our homes then. But, uh, if more people used wood to heat their homes, then we could save electricity. My family always has a fire going in the fireplace during winter. It keeps our home warm and doesn't waste any electricity.

W: That's one possible solution, Chris. But think about this . . . Imagine how many people there are in our city. Now, what would happen if all of them started burning wood during winter? . . . Yeah, pretty soon, there wouldn't be any trees left for miles. See, class, this is a problem we face. We try to solve one problem, but the solutions we come up with can often lead to other ones.

Well, one option is to use more alternative energy sources. These include solar, wind, water, geothermal, and nuclear power. However, each of these types of energy has its own problems. Let's focus on solar power first. What are its benefits, and what are its drawbacks? Eric, your hand is up . . .

26

During the discussion, the teacher and students focus on how to save energy.

27

The girl proposes, "I mean that we can do things like walk or ride bikes instead of driving cars."

28

The boy declares, "But, uh, if more people used wood to heat their homes, then we could save electricity. My family always has a fire going in the fireplace during winter. It keeps our home warm and doesn't waste any electricity."

29

About alternative energy sources, the teacher notes, "Well, one option is to use more alternative energy sources. These include solar, wind, water, geothermal, and nuclear power. However, each of these types of energy has its own problems." Thus, she suggests that they have good and bad points.

[30-32]

M Teacher: I'm sure most of you can tell me what a desert is. It's a really hot place that gets a small amount of water each year. That's right, isn't it? . . . Okay, I see lots of heads nodding. But let me tell you something . . . That definition I just gave you is wrong. Let me give you the correct definition of a desert right now: It's a place that receives very little precipitation each year. Notice what I left off. I omitted the hot part. You see, the reason is that there are two main types of deserts: hot deserts and cold deserts. Hot deserts are the ones that most people normally think about. They are, for example, the Sahara Desert and the Arabian Desert. The temperatures there frequently get to be more than forty degrees Celsius. There are, however, cold deserts as well. The Gobi Desert in Mongolia and China is one example. So is Antarctica. Yes, that's right. Despite the cold weather in Antarctica, there is very little snowfall on most of the continent.

We can also classify deserts according to how much rainfall they receive. We call them extremely arid, arid, and semi-arid deserts. Arid, as I am sure you can guess by now, means "dry." Extremely arid deserts receive virtually no rainfall each year. The Atacama Desert of Chile is one of these. In some parts of that desert, it hasn't rained in more than 400 years. Incredible, huh? As for arid deserts, they receive fewer than 250 millimeters of rainfall each year. Most of the world's deserts fall into this category. Semi-arid deserts receive between 250 and 500 millimeters of rainfall annually. That's enough for short grasses and small plants to grow.

30

During his talk, the teacher talks about *different* ways to classify deserts.

31

The teacher tells the students, "There are, *however*, cold deserts as well. The Gobi Desert in *Mongolia* and China is one example."

32

The teacher states, "Extremely arid deserts receive virtually no rainfall each year. The Atacama Desert of Chile is one of these. In some parts of that desert, it hasn't rained in more than 400 years." Since it has not rained in some parts of the desert for centuries, the teacher implies that it is one of the driest places on the Earth.

[33-37]

M Announcer: We're back from our commercial break. And we're talking with gemologist Sandy Wellman. Professor Wellman teaches geology at the local college, and she has agreed to spend some time talking to us this evening. Before our last break, we discussed the local geology. One thing that Professor Wellman mentioned intrigued me. She said there used to be volcanic activity in this area. So, um, Professor Wellman, does that mean there might be diamonds in our area? If there are, please let me know where so I can start digging for them.

W Professor: Peter, there may well be lots of diamonds in this region. Would you like for me to explain why?

M: Please go ahead. I'm sure our listeners would love to hear this.

W: Thanks. You see, diamonds are simply carbon. They're formed deep within the Earth. Basically, the combination of extreme heat and pressure under the Earth's surface takes a lump of carbon, uh, like coal, and transforms it into a diamond.

M: What's the connection between diamonds and volcanoes?

W: Well, as I said, diamonds are formed deep underground. But we often find them near the surface. How does that happen? . . . Most of the time, it happens due to volcanoes. *Essentially*, volcanic activity forces diamonds to the surface . . . or, uh, at least close to it. For that reason.

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nhantriviet.com

the majority of diamonds are discovered near places that were either volcanically active in the past or have active volcanoes.

M: And we live in an area that once had active volcanoes, right?

W: That's correct. But the last volcanic eruption here happened millions of years ago. So we don't need to worry about any eruptions at all.

M: That's a relief. So, if I understand you correctly, you're saying that all I need to do is go to the site of an extinct volcano and start digging. And then I'll be able to find some diamonds.

W: Oh, I am definitely not saying that, Peter. While some diamonds have been found in this area, it's not as simple as grabbing a shovel and digging them up. If it were, I'd already be rich. Let me tell you what you need to do if you really want to find some diamonds.

33

The speakers talk about how diamonds are created during the talk.

34

The woman notes, "Basically, the combination of extreme heat and pressure under the Earth's surface takes a lump of carbon, uh, like coal, and transforms it into a diamond."

35

About diamonds, the woman states, "For that reason, the majority of diamonds are discovered near places that were either volcanically active in the past or have active volcanoes."

36

The man mentions that the area they live in once had volcanoes. Then, he states, "So, if I understand you correctly, you're saying that all I need to do is go to the site of an extinct volcano and start digging. And then I'll be able to find some diamonds." So he believes he can find diamonds because the region was once volcanically active.

37

At the end of the discussion, the woman says, "While some diamonds have been found in this area, it's not as simple as grabbing a shovel and digging them up."

If it were, I'd already be rich." Thus, she implies that she has dug in many places in the local area.

[38-42]

M Teacher: When Robert E. Lee surrendered to Ulysses S. Grant on April 8, 1865, it pretty much meant that the Civil War had ended. Sure, there were some minor skirmishes fought after that, but the major battles were over. So, finally, after four years of bloodshed, peace could return to the land. There were celebrations all throughout the Union as people realized that the war had reached its conclusion.

Sadly, there would be one final major act of violence – one which changed the course of the entire country. On the evening of April 14, 1865, President Abraham Lincoln and his wife went to Ford's Theater in Washington, D.C. With the war over, Lincoln felt at liberty to spend an evening relaxing. During the performance, as he sat in an upper-level box near the stage, he was shot from behind. The assassin was an actor named John Wilkes Booth. He was a strong supporter of the Confederacy, which had lost the war.

Booth entered the door of the president's box, placed a pistol behind Lincoln's left ear, and pulled the trigger. He did so during a noisy moment in the play when the audience was laughing. As a result, few people heard the gunshot. Lincoln's wife Mary was sitting beside him and immediately saw what had happened. So did an army officer sitting with Lincoln. As Mary screamed, the army officer tried to stop Booth. But Booth stabbed the man in the arm with a knife twice. He then leapt to the stage, but he landed awkwardly and broke his leg. Ever the actor, Booth shouted, "*Sic semper tyrannis!*" That's Latin for "thus always to tyrants." In the chaos that followed, Booth escaped from the theater and fled on his horse.

Meanwhile, Lincoln was dying. Two doctors in the audience attended him. When they saw his wound, they realized it was fatal. Lincoln was moved to a nearby house, where he died the next day on April 15, 1865.

As bad as the assassination was, it could have been worse. Booth was part of a large conspiracy to kill not only Lincoln but also Grant and several government leaders. Let me tell you what the original plan was.

38

The talk is mostly on the assassination of President Lincoln.

39

The teacher says, "On the evening of April 14, 1865, President Abraham Lincoln and his wife went to Ford's Theater in Washington, D.C. With the war over, Lincoln felt at liberty to spend an evening relaxing. During the performance, as he sat in an upper-level box near the stage, he was shot from behind."

40

The teacher focuses on John Wilkes Booth to describe the role that he played in killing President Lincoln.

41

The teacher tells the students, "Lincoln was moved to a nearby house, where he died the next day on April 15, 1865." So he implies that Lincoln did not die immediately since he "died the next day."

42

At the end of the talk, the teacher says, "Let me tell you what the original plan was." So he is going to continue giving his lesson to the students.

PART 2

Language Form and Meaning p.88

Answers

- 1 (D) [Modifier Question]
- 2 (B) [Word Form Question]
- 3 (A) [Comparison Question]
- 4 (C) [Vocabulary Question]
- 5 (D) [Vocabulary Question]
- 6 (A) [Vocabulary Question]
- 7 (C) [Comparison Question]
- 8 (B) [Sentence Structure Question]
- 9 (C) [Verb Form Question]
- 10 (B) [Word Form Question]
- 11 (C) [Vocabulary Question]
- 12 (B) [Relative Clause Question]
- 13 (A) [Verb Form Question]
- 14 (B) [Vocabulary Question]
- 15 (D) [Sentence Structure Question]

16 (B) [Sentence Structure Question]

17 (C) [Vocabulary Question]

18 (C) [Comparison Question]

19 (A) [Vocabulary Question]

20 (D) [Sentence Structure Question]

21 (B) [Relative Clause Question]

22 (A) [Vocabulary Question]

23 (D) [Relative Clause Question]

24 (C) [Word Form Question]

25 (B) [Modifier Question]

26 (B) [Sentence Structure Question]

27 (A) [Vocabulary Question]

28 (D) [Verb Form Question]

29 (A) [Vocabulary Question]

30 (D) [Sentence Structure Question]

31 (A) [Comparison Question]

32 (B) [Vocabulary Question]

33 (C) [Sentence Structure Question]

34 (A) [Relative Clause Question]

35 (B) [Sentence Structure Question]

36 (C) [Sentence Structure Question]

37 (A) [Vocabulary Question]

38 (A) [Modifier Question]

39 (C) [Vocabulary Question]

40 (B) [Word Form Question]

41 (C) [Vocabulary Question]

42 (D) [Vocabulary Question]

Explanations

1

The word "that" is implied in the sentence. Thus, a subject - "the computer club" - must start the clause.

2

Since "educational" is an adjective, the correct answer must also be an adjective.

3

The writer is making a comparison with last year's club, so the comparative form of the word must be used.

4

The writer indicates that last year's club was disappointing. Thus, "letdown" is the correct answer.

- 5
The first sentence notes that there are "a number of conditions" that determine which organisms live in certain ecosystems. The second sentence states that the climate is the main "determiner."
- 6
Organisms that "thrive" in hot and dry climate will do well in deserts.
- 7
There is a comparison made. Note that the word "than" is used. As a result, the comparative form must be used.
- 8
After "that," the present tense form of the verb in its third person form is needed.
- 9
The passive form of the verb is needed.
- 10
The adjective form of the word is needed.
- 11
The sentence is indicating which students may not run for office. Thus, students who have been suspended are "prohibited" from running for office.
- 12
After "student," the proper wh-question word is "who." In addition, the present tense form of the verb in its third person form is needed.
- 13
The auxiliary verb "will" is implied here, so the verb in its base form is needed.
- 14
The letter asks for donations, so people are being asked to "contribute" baked goods.
- 15
What is appreciated are "donations." And these donations are made "to the bake sale."
- 16
The sentence is about the bake sale, so the phrase "As for the ~ itself" must be used.
- 17
The school wants to raise money from the bake sale. That is the "objective" of the bake sale.
- 18
The school wants to raise a large amount of money. Thus, it wants to raise "as much money as possible."
- 19
When an organization needs money badly, it is in "desperate" need of money.
- 20
The sentence refers to a future event, thus "our desire to raise" must be used.
- 21
The sentence mentions that there are many genres of fantasy and then focuses on one. Thus, "one of which is ~" is needed.
- 22
The sentence notes that there are several characteristics, or "elements," of fantasy literature.
- 23
The relative clause modifies "centaurs," so "which" must be used. In addition, the verb should be in the active voice since it refers to the actions of centaurs.
- 24
The answer choice comes before the noun "world," so an adjective is needed.
- 25
The sentence refers to Middle Earth, which is one of many imaginary worlds. Thus, "one" must be used.
- 26
The answer choice describes "elves, dwarves, orcs, and goblins," which are among "the other races."

27

When good and evil fight, there is a "conflict." "Warfare" is incorrect because it is an uncountable noun, so "a" does not belong in front of it.

28

After "quest," the verb must be used in its infinitive form.

29

When a person tells someone else about a decision, then that individual informs the other.

30

The present continuous tense must be used in this sentence.

31

The comparative form of the adjective must be used.

32

Since a new teacher must be found quickly, a "thorough" search cannot be conducted.

33

After "has agreed," the infinitive form of the verb must be used.

34

Since the relative clause refers to Mrs. Parker, the *wh*-question word "who" must be used. In addition, the past tense form of the verb is needed since Mrs. Parker was once a teacher at the school.

35

The answer choice focuses on what the students must do, so "The students" should be the subject. In addition, the passive form of the verb must be used.

36

The students could use computers instead of writing their essays with pens or pencils. When you write with a pen or pencil, you write "by hand."

37

A panel that judges writing "rates" the essays.

38

After "panel," to give a description, the present participle form of the verb is needed.

39

The names were "omitted" so that the judges would not see them and be biased toward or against the students.

40

When a work of writing has a name, it is "entitled ~."

41

When an essay is entered into a contest, it is "submitted." In addition, you "submit ~ to" a contest. You do not "enter ~ to" a contest. Thus, "entered" is incorrect.

42

A person who is allowed or able to do something is "eligible" to do it.

PART 3

Reading Comprehension

p.100

Answers

- 1 (A) [Main Idea Question]
- 2 (C) [Vocabulary Question]
- 3 (D) [Rhetorical Structure Question]
- 4 (B) [Detail Question]
- 5 (C) [Detail Question]
- 6 (D) [Vocabulary Question]
- 7 (B) [Main Idea Question]
- 8 (C) [Detail Question]
- 9 (A) [Detail Question]
- 10 (D) [Vocabulary Question]
- 11 (D) [Pronoun Referent Question]
- 12 (A) [Inference Question]
- 13 (D) [Author's Purpose Question]
- 14 (D) [Vocabulary Question]
- 15 (A) [Inference Question]
- 16 (B) [Vocabulary Question]
- 17 (C) [Detail Question]
- 18 (C) [Detail Question]
- 19 (A) [Inference Question]
- 20 (C) [Detail Question]

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

Explanations

- 1
The advertisement focuses on the sale that is going on at Carter's Department Store.
- 2
When people "stock up on" something, they "purchase" that particular item.
- 3
The advertisement reads, "We also carry art supplies, such as paint, paintbrushes, and easels."
- 4
The advertisement emphasizes that Carter's sells many different kinds of items that are of use to students.
- 5
The advertisement mentions, "Electronic goods are available at 40% discounts." Since notebook computers are electronic goods, they are 40% off.

- 6
A "whopping" amount is an "enormous" amount.
- 7
The note describes two major changes that the school is making with regard to its science classes.
- 8
The note reads, "Physiology students must pay \$275."
- 9
Concerning the increase in lab fees, the note mentions, "The reason for this is that there has been a general increase in the prices of the supplies needed for each class."
- 10
"Requisite" safety gear is equipment that is "necessary."
- 11
The "which" that students will be expected to hold on to are their own items.
- 12
The note reads that some lab equipment has "gone missing." Then, all students are being forced to buy their own equipment as a form of group punishment. Thus, it can be inferred that some of the school's equipment has been stolen.
- 13
The letter is about the festival and provides some information on it.
- 14
When a sense of community is "engendered," it is "created."
- 15
The letter notes, "The first is to engender a sense of community between the school and the residents of the neighborhood." Since there are residents in the school's neighborhood, it is probably true that the school is located in a residential area.
- 16
When a person "consults" something else, that person "checks" it.

17
There is no mention of the school's classrooms being used to host any events at the festival.

18
The letter reads, "We need at least twenty-five volunteers to help out during the festival. If you can spare even one or two hours of your time, we would appreciate it."

19
The author writes, "Coral polyps appear to be small plants to many people, but they are in actuality a type of marine life." So the author implies that some people mistake coral polyps for vegetation.

20
The passage reads, "They grow in clusters and secrete a substance made of calcium carbonate that protects their bodies."

21
The "them" that eat the abundance of food are "many sea creatures."

22
"Voracious" predators are "ravenous" ones that eat a lot.

23
"Sanctuaries" are "havens," or places of safety.

24
The passage mentions, "The water that coral resides in must also be shallow since it needs access to sunlight in order to survive."

25
When fishermen "eschew" nets, they "avoid" using them.

26
There is no mention in the passage about fishermen catching live fish for people to put into their aquariums.

27
The passage focuses on describing Sherlock Holmes, so it provides a biography of the literary character.

28
Doyle wrote the first Holmes story in 1887 and the last one in 1927. So he wrote Sherlock Holmes stories for decades.

29
The author writes, "Among the most famous of all the works featuring Holmes are *The Hound of the Baskervilles*, *The Blue Carbuncle*, and *A Scandal in Bohemia*."

30
It is written, "One of the reasons that Sherlock Holmes was so popular concerns the method he employs to solve his cases: logic."

31
A "nemesis" is a "rival" or enemy of a person.

32
When a person refrains from doing something, that individual stops doing that activity.

33
The passage notes, "While Holmes often solves cases that are unrelated to one another, he has a nemesis with whom he comes into both direct and indirect conflict in several stories. That person is Professor Moriarty, the leader of a crime ring in London." By noting that Professor Moriarty comes into "indirect conflict" with Holmes, the author implies that the professor does not always meet Holmes in the stories.

34
It is written, "In one of the stories, *The Final Problem*, Holmes and Moriarty fight one another and fall to their deaths by plunging down a steep cliff near a waterfall. When he wrote that story, Doyle had tired of Holmes and wanted to kill off the character. He then refrained from writing about Holmes for many years."

35

The passage is about solar and lunar eclipses.

36

Something that is "spectacular" to look at is "impressive."

37

The "it" that appears to be the same size as the sun is the moon.

38

Something that is "obscured" is "blocked."

39

The passage reads, "While the sun is much larger than the moon, the relative nearness of the moon to Earth makes it appear to be the same size as the sun when viewed from the ground. Thus, when the sun, Earth, and moon are perfectly aligned, the moon appears to cover the entire sun."

40

There is no mention in the passage about how often solar eclipses happen.

41

About lunar eclipses, the passage notes, "There are two different types of lunar eclipses. Taken together, the result is that lunar eclipses happen more frequently than solar eclipses."

42

Looking directly at a solar eclipse can harm a person's eyes. As for a lunar eclipse, "There is no harm in directly observing a lunar eclipse either, so looking at one will not damage a person's eyes." So it can be inferred that lunar eclipses are less dangerous to people than solar eclipses are.

Appendix

Master Word List for the *TOEFL Junior*

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Master Word List for the TOEFL Junior

Practice Test 1

antler (*n*) a horn on an animal, such as a deer
A deer's **antlers** start growing in spring and stop getting larger in summer.

apologize (*v*) to say that one is sorry for something
You had better **apologize** to Betty for being so rude to her.

appearance (*n*) how something looks
Everyone was startled by Jenny's **appearance** when she cut her hair.

assign (*v*) to give out, such as homework
Mr. Thompson likes to **assign** group projects to the students.

athletics (*n*) sports
A lot of the students at the school participate in **athletics**.

auditorium (*n*) a building in which speeches are given or performances are held
The speech is going to be held in the **auditorium** in just a couple of hours.

bonus (*n*) something extra or additional
If you write another report, you can earn some **bonus** points.

cancel (*v*) to end; to call off
Because of all the rain, the school **cancelled** the picnic.

competition (*n*) an organized contest between two or more teams
There is going to be a chess **competition** this Friday after school.

complete (*v*) to finish; to end
How much time do you need to **complete** that report?

decent (*adj*) average; all right; neither good nor bad
Kevin always does a **decent** job, but he does not excel in his classes.

defeat (*v*) to win against
Our soccer team **defeated** the other school's team by a score of three to one.

depression (*n*) extreme sadness
Some students suffer from **depression** because of the constant demands their parents place on them.

device (*n*) an object, most often something that is manmade; a piece of equipment
Always handle electronic **devices** with care since they can be fragile.

disaster (*n*) a tragedy
There was nearly a huge **disaster** when the train crashed.

enormous (*adj*) very large; huge
One of the most **enormous** of all animals is the rhinoceros.

essay (*n*) a piece of writing in which the writer gives his or her opinion
Have you decided what you are going to write your **essay** on?

exception (*n*) someone or something to which the normal rules do not apply
Ms. Wimberly does not make any **exceptions** for students who turn in their work late.

exclusively (*adv*) solely; completely

David is **exclusively** interested in computers and spends all his time learning about them.

expert (*n*) a person with a great deal of knowledge on a topic

I would like to become an **expert** at foreign languages.

extension (*n*) extra time to complete a project or to do something

James received an **extension** on his paper from Mr. Wood.

feat (*n*) a great deed or accomplishment

It was an amazing **feat** for the team to come from behind to win the game.

focus (*v*) to concentrate

You need to **focus** on your work and not get distracted by watching television.

forage (*v*) to search for food, particularly vegetation
Many forest animals **forage** for food all throughout the year.

forecast (*n*) a prediction for the future

The weather **forecast** is calling for sunny skies and hot temperatures.

founder (*n*) a person who creates or starts something

Donna Falco is the **founder** of that company.

genius (*n*) a very intelligent person

Even though he is a **genius**, he does poorly at school since he is so lazy.

gruesome (*adj*) bloody; horrible

There was a **gruesome** scene when the lions attacked the zebra.

hang out (*v*) to do nothing special at some place; to spend time with others

Many teens like to **hang out** at the shopping mall and talk to their friends.

mayor (*n*) the elected leader of a city

No one is sure who is going to win this year's race for **mayor**.

mistake (*n*) an error

If you check your work twice, you should be able to find most of your **mistakes**.

participate (*v*) to take part in

Many students like to **participate** in various clubs and after-school activities.

partner (*n*) a person with whom one does something together

Thomas and Karen are lab **partners** in their chemistry class.

pop test (*n*) a short test that is given by surprise

Kevin got a perfect score on the **pop test** since he had studied the material the night before.

reject (*v*) to turn down; to say no to

I will **reject** your offer unless you make it better.

remainder (*n*) something that is left over

You can choose which clothes you want from the **remainder** in the pile over there.

remind (*v*) to tell a person not to forget something

Please **remind** me to finish my homework by this evening.

rip (*v*) to tear

If you are not careful, you are going to **rip** your blue jeans.

select (*v*) to choose

The students need to **select** a topic for their reports by Friday.

sponsor (*v*) to pay money in support of something; to support

Many local companies help **sponsor** the school's football team.

structure (*n*) a building; an organization

The **structure** is getting older and is in bad need of repairs.

stunned (*adj*) shocked

Mr. Martin was **stunned** when Jessica gave him a fifty-page report.

submit (*v*) to turn in

Most teachers insist that their students **submit** their homework when class begins.

taut (*adj*) tight; stiff; extended

Pull the rope until it is **taut**, and then tie it to the tree.

terrible (*adj*) awful; very bad

To most students, anything below a C is a **terrible** grade.

theory (*n*) an idea about something; a hypothesis

Once you come up with a **theory**, it is necessary to test it to see if it can be proven false.

tryout (*n*) an audition for a sports team

Tryouts for the baseball team are going to be held on Thursday and Friday.

virtually (*adv*) nearly; almost

There were **virtually** no empty seats in the auditorium during the school play.

unintentionally (*adv*) accidentally; not on purpose

I **unintentionally** ran into Sue and knocked her to the ground.

wisely (*adv*) in a clever manner; smartly; cleverly

Sarah **wisely** decided to write her paper before she went to the movies with her friends.

Practice Test 2

accompany (*v*) to go along with another

Three teachers will **accompany** the students on the field trip.

assault (*n*) an attack

The **assault** on the enemy's base was successful.

assignment (*n*) a work or school project

The **assignment** in English class is to write a five-page essay.

assume (*v*) to believe to be true

Do not **assume** that everything you read on the Internet is true.

attitude (*n*) a manner; an approach

Some students with bad **attitudes** often get into a lot of trouble.

bonus (*n*) something extra

By writing another lab report, Amy was able to get some **bonus** points.

bully (*v*) to pick on someone smaller or weaker than oneself

When students **bully** others, the teachers should put a stop to it.

canal (*n*) a manmade waterway connecting two bodies of water

Thanks to the new **canal**, ships can travel between the two cities more quickly than before.

comparison (*n*) an attempt to show how two people, places, or things are either similar or different

Most children dislike when their parents make **comparisons** between them and their siblings.

core (*n*) a center

The Earth's **core** lies deep beneath the crust and the mantle.

distortion (*n*) a change; an alteration

Because the lens had a crack in it, there was some **distortion** in the images it produced.

editor (*n*) a person who corrects written mistakes

The **editor** fixed the article and prepared it for publication.

embarrass (*v*) to cause someone to feel uncomfortable

I didn't want to **embarrass** her in front of her friends.

glacier (*n*) a large mass of compacted ice and snow

There are many places in the world where **glaciers** are expanding and getting larger.

graduate (*v*) to complete a course of study at a school

After Don **graduates**, he intends to take a year off before going to college.

grant (*n*) a donation of money

Thanks to a **grant** from a local company, the school can afford to buy some new computers.

hazy (*adj*) unclear

The directions on the test were **hazy**, so the students asked the teacher what they meant.

initial (*adj*) first; starting

My **initial** impression of Jane as being kind was totally wrong.

interference (*n*) an intrusion

Due to atmospheric **interference**, there was no cell phone service in the area.

intern (*n*) a person who works at a low-level job for the purpose of gaining experience and knowledge

He is going to work at the company as an **intern** this summer.

interpretation (*n*) an explanation; an understanding

What is your **interpretation** of the events that happened last night?

interview (*n*) a question-and-answer session with an individual

George sat down for an **interview** with the president of the company.

knack (*n*) a talent or ability to do something

Jason has a **knack** for getting into trouble.

livestock (*n*) animals that farmers raise, including cows, sheep, and chickens

The farmer puts his **livestock** into the barn every night.

manufacture (*v*) to make

That company **manufactures** all kinds of electronic products.

migrate (*v*) to wander from one place to another

Some people **migrate** from city to city in search of good jobs.

object (*v*) to oppose; to be against

I **object** to your constant use of bad language.

obvious (*adj*) apparent; clear

If you read the material, then the answer to this question should be **obvious**.

orbit (*v*) to move around a large object in a circle

All of the planets in the solar system **orbit** the sun.

originate (*v*) to come from; to start from

The idea for our science project **originated** during a conversation we had last week.

participation (*n*) a contribution; the act of taking part in something

The **participation** of students in extracurricular activities is very important.

predator (*n*) a hunter

Wolves are some of the most dangerous **predators** in the forest.

profession (*n*) a career; a line of work

Many students think they need to choose a **profession** early in their lives.

replacement (*n*) a substitute

Because Peter lost his textbook, he needed a **replacement**.

reporter (*n*) a journalist; a person who writes for a newspaper

There were two **reporters** covering the story for the newspaper.

reserve (*v*) to save; to set aside

Please **reserve** the book for me until I can get to the library to check it out.

response (*n*) an answer; a reply

Ed made no **response** when the teacher asked him why he had cheated on the test.

Practice Test 3

revolution (*n*) a complete rotation

It takes Earth 365 days to complete one **revolution** of the sun.

semester (*n*) one of two terms in a school year

During the spring **semester**, Erica's grades improved a great deal.

snapshot (*n*) a picture taken with a camera

Could you take a **snapshot** of us while we stand over there, please?

surround (*v*) to encircle; to make a circle around someone or something

The army **surrounded** the city and would not let anyone out of it.

spelling bee (*n*) a competition in which individuals must spell words correctly

David won the **spelling bee** in a competition against 100 other students.

telescope (*n*) an object that makes distant objects appear to be larger than when viewed with the naked eye

They used a **telescope** to look at Venus, Mars, and Jupiter last night.

terrestrial (*adj*) relating to the Earth

It could be possible for humans to live on a **terrestrial** planet someday.

theft (*n*) a robbery

There was a **theft** at the school, which greatly upset the students.

tremendously (*adv*) greatly

The principal is **tremendously** pleased with how the students are performing.

urge (*v*) to strongly advise someone to do something

Lawyers will **urge** the parents to take further legal actions.

ward (*n*) a section of a hospital in which patients are kept

There are three patients in that **ward**, and the nurses are watching them carefully.

advice (*n*) an opinion given to another person

If you need some **advice**, feel free to talk to the guidance counselor, Mr. Thomas.

aligned (*adj*) in line with

Three planets are going to be **aligned** with one another this evening.

alteration (*n*) a change; an adjustment

You need to make a few **alterations** in this paper.

alternative (*adj*) other; another

Linda tried an **alternative** approach when she wrote her latest essay.

appreciate (*v*) to welcome; to be thankful for

The students **appreciate** how hard Ms. Lewis tries in her classes.

attend (*v*) to go to, as in class

It is necessary to **attend** all of your classes so that you can learn as much as possible.

awful (*adj*) extremely bad

She'd been ill and she looked **awful**.

behavior (*n*) how one acts

Please improve your **behavior** and stop talking during class.

berate (*v*) to yell at; to scold

Mr. Peters **berated** the students who did not turn in their homework on time.

biased (*adj*) prejudiced; having a strong opinion about someone or something

Many reporters claim to be neutral but are instead incredibly **biased**.

blindness (*n*) an inability to see

Some people with color **blindness** cannot see certain colors, such as red and green.

celestial (*adj*) relating to outer space; heavenly

There are many **celestial** bodies, such as the planets, orbiting the sun.

complain (*v*) to speak badly about someone or something

Carrie often **complains** about the amount of work she has to do.

conclusion (*n*) an end

The play is going to come to its **conclusion** in about five minutes.

consider (*v*) to think about

I would like you to **consider** my suggestion.

conspiracy (*n*) a plot; a scheme, often for something illegal

The police broke up a **conspiracy** against the president.

contribute (*v*) to add to something

All students need to **contribute** by speaking during class discussions.

crash (*v*) to wreck

Try to avoid **crashing** the car when you are driving.

detect (*v*) to find

Can you **detect** any problems in this paper?

detention (*n*) a type of punishment in which a student must stay after school

Joe got **detention** for two days for speaking rudely to his math teacher.

discount (*n*) a reduction in price

You can get some good **discounts** by shopping at stores that are having sales.

donation (*n*) a gift, often money

Everyone is encouraged to make a small **donation** to charity.

eligible (*adj*) qualified to do something; suitable

Don will be **eligible** to play basketball if he can improve his grade in science.

essentially (*adv*) basically; fundamentally

There are **essentially** no problems at all with her report.

extracurricular (*adj*) after-school

Some students are involved in a large number of **extracurricular** activities.

extreme (*adj*) intense; great; very large

In cases of **extreme** violence, the police must be called.

fatal (*adj*) deadly; lethal

There was a **fatal** car accident last night that was caused by the icy road.

fund (*n*) money

The club has enough **funds** to pay for its members to make a trip to the zoo.

hero (*n*) a champion; a great warrior

In literature, stories about **heroes** are often popular.

intend (*v*) to mean; to plan

Ron **intends** to try out for the school's soccer team this year.

intrigue (*v*) to interest someone a lot

The thought of doing a project for extra credit **intrigued** her.

janitor (*n*) a person whose job is to clean

The **janitors** at the school work hard to keep the facilities clean.

laboratory (*n*) a place where scientific experiments are conducted

Be sure to clean up the **laboratory** after you complete your experiment.

letdown (*n*) a disappointment

It was a **letdown** when the football team lost when the other team scored in the last minute.

nonrenewable (*adj*) not able to be used again

We must conserve as many of our **nonrenewable** resources as possible.

option (*n*) a choice

You have two **options**: Do the work now or do it later.

organism (*n*) a living creature

There are all kinds of **organisms** that we cannot see without a microscope.

partial (*adj*) somewhat; not completely; partly

You will get **partial** credit if your answer is not completely correct.

plunge (*v*) to fall swiftly

The temperature **plunged** when a cold front suddenly blew in from the north.

realize (*v*) to recognize; to understand

The students suddenly **realized** they only had five minutes to complete the test.

recession (*n*) an economic downturn; an extended period when the economy gets worse

Hopefully, the **recession** will end soon, and employment will begin to increase.

renovate (*v*) to repair, such as a building

It is going to take three months to **renovate** the school's gym.

shy (*adj*) timid; withdrawn; coy

Sandra is extremely **shy**, so she rarely speaks to anyone.

skirmish (*n*) a minor battle

The soldiers fought a **skirmish** during which two of them were hurt.

solely (*adv*) only

John is **solely** responsible for his grade in that class.

squeal (*v*) to make a high-pitched noise

The pigs began to **squeal** when the farmer entered the barn.

symbol (*n*) a sign

The archaeologists did not understand what the **symbols** on the pot meant.

tyrant (*n*) a dictator; an unelected person who rules in a cruel and often violent manner

The **tyrant** treated the people of his country badly.

unanimously (*adv*) as one; collectively

The students voted **unanimously** to watch a movie in class the next day.

undertake (*v*) to do; to attempt; to try

We are about to **undertake** a very difficult task.

vary (*v*) to be different

Try to **vary** the words that you use so that your writing will be better.

vibrant (*adj*) lively; striking

The **vibrant** atmosphere made the party more exciting.