

Sample Questions (continued)

The students see in their testbooks:

3. What are the speakers mainly discussing?

- (A) A new art project in the city
- (B) An assignment for their art class
- (C) An art display inside the public library
- (D) A painting that the girl saw downtown

4. Why is the boy excited?

- (A) A famous artist is going to visit his class.
- (B) His artwork might be seen by many people.
- (C) His class might visit an art museum.
- (D) He is getting a good grade in his art class.

5. Where does the boy say he may go this weekend?

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

6. Why does the girl suggest that the boy go to the art room?

- (A) So that he can hand in his homework
- (B) So that he can sign up for a class trip
- (C) So that he can see a new painting
- (D) So that he can talk to the teacher

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

Below are sample questions based on a talk or discussion about academic topics.

Sample Set B

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

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi [FUN-guy]. Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leafcutter ant. Because of their name, people often think that leafcutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leafcutter ants go out of their nests looking for leaves from plants or trees. They cut the leaves off and carry them underground ... and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves. What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leafcutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leafcutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some “super ants” can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions.

Sample Questions (continued)

7. What is the main topic of the talk?

- (A) A newly discovered type of ant
- (B) A type of ant with unusual skills
- (C) An increase in the population of one type of ant
- (D) A type of ant that could be dangerous to humans

8. According to the teacher, what is one activity that both leafcutter ants and people do?

- (A) Clean their food
- (B) Grow their own food
- (C) Eat several times a day
- (D) Feed their young special food

9. What does the teacher say many people think must be true about leafcutter ants?

- (A) They eat leaves.
- (B) They live in plants.
- (C) They have sharp teeth.
- (D) They are especially large.

10. What did the experiments show about leafcutter ants?

- (A) How fast they grow
- (B) Which plants they eat
- (C) Where they look for leaves
- (D) How much weight they can carry

Listening Comprehension Answer Key

- | | |
|------|-------|
| 1. C | 6. D |
| 2. D | 7. B |
| 3. A | 8. B |
| 4. B | 9. A |
| 5. A | 10. D |

Sample Questions (continued)

Language Form and Meaning Section

The Language Form and Meaning section tests a student's ability to demonstrate proficiency in key English language skills such as grammar and vocabulary in context. The section contains 42 questions. Within each question are boxes that contain four possible ways to complete a sentence. Students will be asked to choose the word or words in each box that correctly completes the sentence. The testing time for this section is 25 minutes.

Below are sample Language Form and Meaning questions.

Questions 1-4 refer to the following e-mail.

Hi, Linda!

Thanks for your last email! I know you like art, just like I do, so I wanted

1.

(A) tell
(B) told
(C) to tell
(D) telling

 you about the special trip my class went on last week. We took

2. a bus into the city and spent two hours at the art museum,

- | |
|--------------------|
| (A) if there was |
| (B) that there was |
| (C) which we had |
| (D) where we had |

our own tour guide. The guide told us about the different artists and gave us the

3. history of some of the paintings.

- | |
|-------------|
| (A) When |
| (B) Rather |
| (C) During |
| (D) Whether |

I have more time, I will send you another email with some

of the photos I took that day. I took a lot of them!

4. If your family comes to

- | |
|------------|
| (A) ask |
| (B) visit |
| (C) look |
| (D) return |

us this year, we can go to the art museum together.

Your cousin,

Samantha

Sample Questions (continued)

Questions 5-10 refer to the following magazine article.

5. Located in central Africa,

(A) Lake Victoria is (B) and Lake Victoria is (C) Lake Victoria's being (D) although Lake Victoria is
--

 a very unusual

6. lake.

(A) It not only one is (B) Is it one not only (C) One is it only not (D) Not only is it one
--

 of the largest lakes in the world; it is also

one of the youngest. Estimated to be about 15,000 years old, it is a relative

7. baby compared with Earth's other very large lakes,

(A) are (B) they are (C) which being (D) which can be
--

more than two million years old. Yet judging by the variety of life in it,

8. Lake Victoria

(A) resembles (B) portrays (C) views (D) likes

 a much older body of water. Usually, lakes

9. need a much longer time

(A) is populated (B) they are populated (C) to become populated (D) becoming populating
--

 by a diverse array of

10. life-forms.

(A) Is (B) It is (C) Being (D) Because it is

 common for new lakes to contain only a

Sample Questions (continued)

11. small number of species. Lake Victoria, however, is

(A) opened
(B) packed
(C) satisfied
(D) purchased

 with

12. colorful fish, most notably, cichlids. There are

(A) many
(B) as many
(C) too many
(D) as many as

 500 different species of just this one type of fish.

Language Form and Meaning Answer Key	
1. C	7. D
2. D	8. A
3. A	9. C
4. B	10. B
5. A	11. B
6. D	12. D

Sample Questions (continued)

Reading Comprehension Section

The Reading Comprehension section tests a student's ability to read and comprehend both academic and non-academic texts written in English. There are 42 questions in this section of the test. The testing time for this section is 50 minutes.

After the students read each passage, they will read the questions that follow it and the four possible answers. They will choose the best possible answer.

Below are sample Reading Comprehension passages and questions.

Questions 1-4 are about the following announcement.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will feature a variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

- What time will the festival begin?
 - 10 A.M.
 - 11 A.M.
 - 1 P.M.
 - 2 P.M.
- In line 3, the word feature is closest in meaning to _____.
 - look
 - keep
 - include
 - entertain
- What job will be done the day before the festival begins?
 - Making posters
 - Setting up the gym
 - Cleaning up the gym
 - Helping the performers
- Who is told to talk to Ms. Braxton?
 - Parents
 - Students
 - Teachers
 - Performers

Sample Questions (continued)

Questions 5-11 are about the following story.

- Line* “Did you see that?” Joe said to his friend Bill. “You’re a great shooter!”
Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.
- 5 “Bill, you never miss!” Joe said admiringly.
“Unless I’m in a real game,” Bill complained. “Then I miss all the time.”
Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.
- 10 “Maybe you just need to practice more,” Joe suggested.
“But I practice all the time with you!” Bill objected. He shook his head. “I just can’t play well when people are watching me.”
“You play well when I’m watching,” Joe pointed out.
“That’s because I’ve known you since we were five years old,” Bill said with a smile. “I’m just not comfortable playing when other people are around.”
- 15 Joe nodded and understood, but he also had an idea.
The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.
“Practice without me,” Joe said to his friend. “I’ll be back in a minute.”
Joe hurried through the school building, gathering together whomever he could find—two students, a
- 20 math teacher, two secretaries, and a janitor.
When Joe explained why he needed them, everyone was happy to help.
Joe reminded the group to stay quiet as they all went toward the school’s basketball court. As Joe
- 25 had hoped, Bill was still practicing basketball. He made five baskets in a row without noticing the silent people standing behind him.
“Hey, Bill!” Joe called out finally.
Bill turned. A look of surprise came over his
- 30 face.
“I just wanted to show you that you could play well with people watching you,” Joe said. “Now you’ll have nothing to worry about for the next game!”

