

# Official Guide

to the

# TOEFL Junior<sup>®</sup> STANDARD TEST



*Includes CD-ROM with sample questions*

## Inside you'll find:

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



**Test Book**  
for the  
**TOEFL<sup>®</sup> Junior<sup>™</sup> Standard  
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 a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example: 

**What does the teacher want the students to do?**

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

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

Here is another example: 

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

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

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

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

1. What is probably true about Janet?

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

2. What will the class probably do next?

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

3. What is the purpose of the talk?

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

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

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

5. Why is the principal talking to the students?

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

6. What is the subject of the announcement?

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

7. What is the teacher mainly talking about?
- (A) How to do research in a library
  - (B) A special trip to the public library
  - (C) The deadline for turning in research projects
  - (D) Different ways students can get to the library
8. What is the purpose of the talk?
- (A) To announce a trip to a garden
  - (B) To warn students not to eat in class
  - (C) To demonstrate how to use a microscope
  - (D) To remind students what to bring to class

9. What is the speaker's purpose?
- (A) To ask students not to eat on the bus
  - (B) To tell students where they can get food
  - (C) To encourage students to help wash the bus
  - (D) To explain the procedure for getting off the bus
10. What is the teacher probably going to do next?
- (A) Count the students
  - (B) Dial a phone number
  - (C) Return to the box factory
  - (D) Order lunch for the students

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

11. What is the woman explaining to the boy?
- (A) How to use the library
  - (B) How to buy textbooks
  - (C) How to find his classes
  - (D) How to sign up for activities
12. What does the boy say he did not have at his old school?
- (A) School maps
  - (B) Internet access
  - (C) Helpful librarians
  - (D) Electronic card catalogs

13. What does the librarian imply when she says, "You do have an ID card, don't you?"
- (A) She remembers giving the boy his ID card.
  - (B) The boy might not realize that he needs an ID card.
  - (C) The boy cannot enter the library without an ID card.
  - (D) Students have not always been required to carry ID cards.
14. What will the boy probably do next?
- (A) Go directly to his literature class
  - (B) Begin writing a report about John Steinbeck
  - (C) Conduct research for a social studies project
  - (D) Use the electronic card catalog to find a book

15. Why was the boy not at the cafeteria?

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

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

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

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

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

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

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

19. Why does the girl talk about a volleyball?

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

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

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

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

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

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

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

23. What are the students mainly talking about?

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

24. What does the girl forget?

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

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

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

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

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

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or discussion only one time.

27. What is the talk mainly about?

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

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

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

29. Why does the speaker mention a fox?

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

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

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

31. What is the talk mainly about?

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

32. What does the speaker find surprising?

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

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

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

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

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

35. What is the teacher mainly talking about?

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

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

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

37. How do scientists learn about climate from shells?

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

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

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

39. What is the speaker mainly talking about?
- (A) Where the tallest buildings are constructed
  - (B) Why buildings are constructed with so many floors
  - (C) When bricks became a popular construction material
  - (D) How it became possible to construct tall buildings
40. According to the discussion, what is the major advantage that steel has over bricks?
- (A) Steel is cheaper.
  - (B) Steel is stronger.
  - (C) Steel is more decorative.
  - (D) Steel is a lighter material.

41. Why does the boy talk about animals?

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

42. What are the curtain walls of a building?

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

**NO TEST MATERIAL ON THIS PAGE**



## Language Form and Meaning

### Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. The idea that rocks last forever and that rocks 

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

 change

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

2. 

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

 the water hammering away at the rocks.

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

Questions 1 - 4 refer to the following announcement.

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

1. 

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

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

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

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

 his students.

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

3. 

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

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

4. 

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

 to

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

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

this experiment, you will need several things. The

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

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

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

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

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

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

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

down

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

Mr. Weston:

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

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

students to send you an

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

home

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

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

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

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

Could I change my topic to one that

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

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

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

Thanks!

Jessica Saunders

Questions 13 - 18 refer to the following student essay.

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

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

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

they carry a picture, a logo,

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

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

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

what they were in

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

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

on them.

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

by another shirt, they were

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

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

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

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

James Dean.

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

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

recognized as an expression of one's individuality.

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

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

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

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

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

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

To make it appear as though the singers were

actually performing together, the organizers

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

an interesting technical

challenge. Because the satellite

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

carrying the performance had to travel

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

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

23. (A) later than  
(B) of a later  
(C) that later  
(D) so late
- a signal from China. Nonetheless, the musicians were coordinated

24. (A) so  
(B) as  
(C) too  
(D) very
- well that the viewers enjoyed a perfectly synchronized performance.

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

25. (A) shown not on television were  
(B) were not shown on television  
(C) on television shown were not  
(D) not shown on television were
- immediately. Instead, the first signals received were

26. (A) Once  
(B) While  
(C) As  
(D) Before
- delayed. all the different signals had come in, they were combined and

broadcast to the world.

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

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

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

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

Dyrbal speakers knew both varieties and used one or the other

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

on whom

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

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

one set

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

father-in-law,

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

the other variety. We should

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

that this situation is quite unlike the familiar scenario

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

a person uses a different language to communicate with someone from

another country. In Dyrbal, all people spoke what

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

like two different

languages—one when talking to certain people

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

their own family and the

other when conversing with friends or strangers.

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

An aqueduct is a waterway 35. (A) use  
(B) used  
(C) using  
(D) to use for delivering water to areas with little rainfall.

Unlike canals, 36. (A) digging  
(B) that dug  
(C) they are dug  
(D) which are dug in the ground, aqueducts are built above ground. They

originate at high elevations 37. (A) as it is  
(B) so that  
(C) in order  
(D) in spite of water can easily be moved downward to

lower-lying areas. Ancient aqueducts 38. (A) can be found  
(B) to be found  
(C) have found  
(D) could find all over the world. Many of them

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

39. (A) the same type of structure  
(B) that the same type of structure  
(C) was it the same type of structure  
(D) the type of structure was the same was built in so many different places around the

world is probably because the idea behind it is simple. It is 40. (A) far  
(B) too  
(C) that  
(D) quite possible that rather

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

have noticed 41. (A) as water flows  
(B) since water flows  
(C) that water flows  
(D) and water flows downhill in a straight line over a great distance, as

long as no 42. (A) journeys  
(B) attempts  
(C) obstacles  
(D) directions block its passage.

## Reading Comprehension

### Directions

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

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

#### Sample Text

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

#### Sample Question 1

What is the text mostly about?

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

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

#### Sample Question 2

What color is the Golden Gate Bridge?

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

The correct answer is A, "Red."

### Parents' Day Activities

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

#### Notes:

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

1. Who will lead more than one activity?

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

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

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

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

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

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

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

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

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

Dear Ms. Howell,

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

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

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

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

Sincerely,  
 Annemarie

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

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

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

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

7. In line 10, the word they refers to \_\_\_\_\_.

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

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

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

Questions 9 - 14 are about the following article.

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

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

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

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

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

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

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

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

9. What would be the most suitable headline for the article?
- (A) Korean Students Start New Magazine  
 (B) Korean Students Win International Food Award  
 (C) Korean Students Excel in English  
 (D) Korean Students Participate in Exchange Program
10. What is probably true about the Korean students' older schoolmates?
- (A) They preferred American food to Korean food.  
 (B) They visited San Diego a year earlier.  
 (C) They had to take extra English classes at school.  
 (D) They had never traveled abroad before.
11. What was Insook Park probably worried about before arriving in San Diego?
- (A) Missing her plane  
 (B) How long the flight would take  
 (C) Not being able to practice her English  
 (D) What to do if there was bad weather

12. In line 24, the word venue is closest in meaning to \_\_\_\_\_.
- (A) topic  
 (B) class  
 (C) place  
 (D) meeting
13. In line 30, the word cuisine is closest in meaning to \_\_\_\_\_.
- (A) cooking  
 (B) research  
 (C) business  
 (D) education
14. According to Yeunsuk Kim, what will the students do to show their appreciation?
- (A) Mail Korean magazines to the American school  
 (B) Invite American students to their school  
 (C) Buy gifts for the American students  
 (D) Include their memories on a Web site

Questions 15 - 20 refer to the following passage.

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

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

"David, how do you know you can even throw one?" she asked.

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

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

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

And then he handed me a wooden boomerang.

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

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

"A typical beginner!" Ben yelled from a distance, laughing.

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

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

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



15. What is the best title for the story?

- (A) To Australia and Back
- (B) An Expensive Boomerang
- (C) The National Sport of Australia
- (D) My Introduction to Boomerangs

16. Why does David give his mother details about his report on boomerangs?

- (A) To convince her that boomerangs are easy to use
- (B) To explain why his teacher liked his report
- (C) To persuade her to let him have a boomerang
- (D) To let her know that he had finished his report

17. What does David's mother suggest he do?

- (A) Attend the boomerang club
- (B) Practice playing football
- (C) Learn how to make a boomerang
- (D) Read about the history of the boomerang

18. In lines 26–27, what does the narrator mean when he says “my eagerness got the best of me”?

- (A) He was holding the best boomerang he had ever seen.
- (B) He could not wait any longer to throw the boomerang.
- (C) He threw the boomerang better than he thought he would.
- (D) He was eager to tell Ben that he had done well on his report.

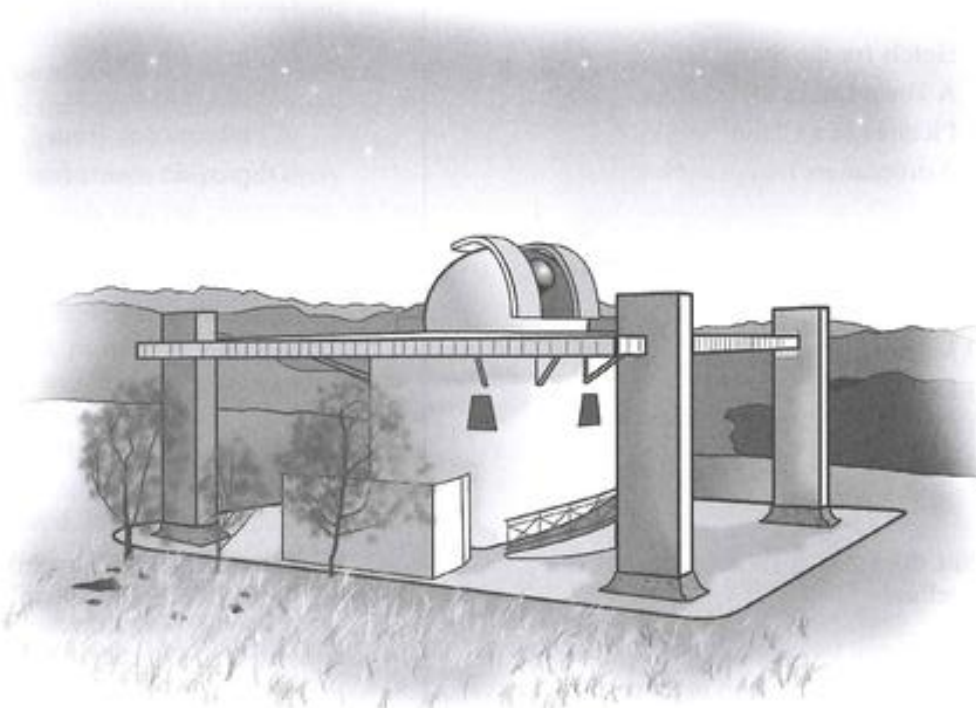
19. What mistake does David make at the boomerang club meeting?

- (A) He throws the boomerang incorrectly.
- (B) He nearly hits Ben with a boomerang.
- (C) He uses someone else's boomerang.
- (D) He interrupts the competition.

20. What will David's mother probably do tomorrow?

- (A) Find David a different boomerang teacher
- (B) Buy David a boomerang
- (C) Show David how to throw a boomerang
- (D) Take David to a boomerang competition

Questions 21 - 26 are about the following passage.



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

Line

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only with advanced instruments in other parts of the world. In Vicuña, distant star systems such as the Magellanic Clouds are visible without the help of a telescope. This is why the town was chosen as the home of a number of sky observatories. One of them, the Mamalluca, is quite different from the typical observatories used by astronomers and other scientists. This observatory was designed

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for tourists who like to look at the stars. Throughout the year, Vicuña's hotels accommodate thousands of tourists who come from all over the world to see the night sky as they have only seen it in books. The cloudless sky is clearly a moneymaker for the town, which plans to erect even more observatories. It was recently decided that the construction of additional observatories will continue for another few years.

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

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

- (A) Hotels for the Stars
- (B) A Town Looks to the Stars
- (C) Pictures of a Cloudless Sky
- (D) Astronomers Discover New Stars

22. What makes the skies over Vicuña especially clear at night?

- (A) Moist air from the ocean
- (B) Dry winds from the desert
- (C) Cold air from the mountains
- (D) Warm winds along the coast

23. What does the author say about the Magellanic Clouds?

- (A) They can be seen only during the day.
- (B) They cannot be seen in all parts of the world.
- (C) They can be seen in Vicuña without a telescope.
- (D) They are not as far away as scientists once believed.

24. In line 11, the word accommodate is closest in meaning to \_\_\_\_\_.

- (A) give advice to
- (B) pay attention to
- (C) take money from
- (D) provide rooms for

25. In line 13, the word erect is closest in meaning to \_\_\_\_\_.

- (A) visit
- (B) close
- (C) build
- (D) watch

26. Why did Vicuña spend money on a new streetlight system?

- (A) The old lights made it hard to see the stars at night.
- (B) The old system needed frequent repairs.
- (C) There were not enough streetlights near the new hotels.
- (D) Money for new lights became available as tourism increased.

Questions 27 - 34 refer to the following passage.

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

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

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

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

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



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

Questions 35 - 42 are about the following passage.

As its name suggests, the acacia ant lives in acacia trees, and it chooses the most inaccessible places in the tree to build its nest. When an ant finds itself on a tree, it will start making a hole beneath one of the thorns, the sharp needle-like structures growing on the branches. When the hole is big enough, the ant will start a family there. That

Line 5 family soon grows very large, and when it is a few hundred strong, it will protect the whole tree, from the roots up to the leaves and flowers, by defending against invaders. Acacia ants ward off not only small animals, like sugar gliders, but also large ones, like goats or giraffes. As soon as the ants detect an intruder near the tree, they quickly rush toward it and bite it, injecting a toxic substance into the animal's skin. The

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

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

