



Taking the SAT® II: Subject Tests

Chinese with Listening

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Chinese with Listening

one-hour subject test

SPECIAL INFORMATION

- offered only in November at designated test centers
- You must bring an acceptable cassette player with earphones. See page 5.
- Initial test development was funded in part by the National Endowment for the Humanities.

PURPOSE

- measure understanding of Mandarin Chinese in the context of contemporary Chinese culture

FORMAT

- 20 minutes of listening and 40 minutes of usage and reading
- 85 multiple-choice questions in three sections:

Listening Comprehension: These questions test the ability to understand the spoken language and are based on short, spoken dialogues and narratives primarily about everyday topics. There are two different kinds of listening comprehension questions: (A) a spoken statement, question, or exchange, followed by a choice of three possible responses (also spoken); (B) a spoken dialogue or monologue with a printed question or questions (in English) about what was said.

Usage: These questions ask you to select the answer that best completes a Chinese sentence in a way that is structurally and logically correct. Questions are written to reflect instructional practices of the curriculum. This section of the test is therefore presented in four columns across two pages of the test book to allow each question and its answer choices to be shown in four different ways of representing Chinese: traditional and simplified Chinese characters on the left page, and phonetic transcriptions in Pinyin romanization and the Chinese phonetic alphabet (Bopomofo) on the right page. You should choose the writing form you are most familiar with and read only from that column.

Reading Comprehension: Reading comprehension questions test your understanding of such points as main and supporting ideas, themes, and the setting of passages. Some of the passages are based on real-life materials such as timetables, forms, advertisements, notes, letters, diaries, and newspaper articles. All passages are written in both traditional and simplified Chinese characters. Most questions deal with understanding of literal meaning although some inference questions may be included. All reading comprehension questions are in English.

RECOMMENDED PREPARATION

- study of Chinese as a second language for two to four years in high school, or the equivalent
- gradual development of competence in Chinese over a period of years
- A practice cassette with sample questions is available from your school counselor.

SCORE

- Total score: 200-to-800 scale
- Listening, usage, and reading subscores: 20-to-80 scale

CONTENT

Approximate
% of Test

Skills Measured

Listening comprehension	33
Usage	33
Reading comprehension	33

Sample Listening Questions

All questions in the test are multiple-choice. You must choose the **BEST** response from the three or four choices offered for each question.

When the test is administered, all spoken Chinese will be presented by tape playback. All text appearing here in square brackets [] is spoken.

PART A

(Narrator): [Directions: In this part of the test you will hear short questions, statements, or commands in Mandarin Chinese, followed by three responses in Mandarin Chinese, designated (A), (B), and (C). You will hear the questions or statements, as well as the responses, just one time, and they are not printed in your test booklet. Therefore you must listen very carefully. Select the best response and fill in the corresponding oval on your answer sheet.]

Question 1

(Narrator) [Number 1.

(Man) 今天天氣怎麼樣？

- (Woman) (A) 我很好，謝謝。
(B) 星期天不行。
(C) 可能會很冷。] (5 seconds)

Question 2

(Narrator) [Number 2.

(Man) 我馬上就要畢業了。

- (Woman) (A) 恭喜你。
(B) 太客氣。
(C) 也好看。] (5 seconds)

Question 3

(Narrator) [Number 3.

(Man) 這本書貴不貴？

(Woman) 不貴，也不便宜。

- (Man) (A) 多久了？
(B) 多少錢？
(C) 多不多？] (5 seconds)

Question 4

(Narrator) [Number 4.

(Woman) 我們今天應該用鉛筆還是用鋼筆？

(Man) 用鉛筆。你帶來了嗎？

- (Woman) (A) 鋼筆比鉛筆貴。
(B) 這枝毛筆很好用。
(C) 兩種筆我都帶了。] (5 seconds)

PART B

(Narrator): [Directions: You will now hear a series of short selections. You will hear them only once and they are not printed in your test booklet. After each selection, you will be asked to answer one or more questions about what you have just heard. These questions, each with four possible answers, are printed in your test booklet. Select the best answer to each question from among the four choices given and fill in the corresponding oval on your answer sheet. You will have 15 seconds to answer each question.]

Questions 5-6

(Narrator) [Questions 5 and 6. Listen to find out what the woman will do next summer.

(Woman) 你去過香港嗎？

(Man) 沒去過，可是我明年夏天從日本到中國去的時候會經過香港。

(Woman) 明年夏天，我得留在美國上暑期班，哪兒都不能去。

(Narrator) Now answer questions 5 and 6.] (30 seconds)

5. Where will the woman spend the summer next year?

- (A) In China.
(B) In Japan.
(C) In Hong Kong.
(D) In the United States.

6. What will the woman do?

- (A) Visit friends.
(B) Go to school.
(C) Look for a job.
(D) Travel abroad.

Question 7

(Narrator) [Question 7. Listen to find out what the tour guide is telling the group of tourists.

(Woman) 請大家注意: 友誼商店到了, 現在是十點鐘, 不要忘了我們十一點鐘在這兒上車, 去美術館。

(Narrator) Now answer question 7.] (15 seconds)

7. What will the tourists most likely do after the announcement?

- (A) Claim their luggage.
- (B) Go shopping.
- (C) Call a taxi.
- (D) Leave the art museum.

Sample Reading Questions

Questions 8-9

老王：

李平剛才打電話來說他病了，
今天不能來上課。請你幫他代課。

小陳

老王：

李平剛才打電話來說他病了，
今天不能來上課。請你幫他代課。

小陳

8. This note tells us that

- (A) Wang is a teacher and Li is a student.
- (B) Wang is a teacher and Chen is a student.
- (C) Wang and Li are both teachers.
- (D) Li and Chen are both students.

9. Who called in sick?

- (A) Wang
- (B) Chen
- (C) Lin
- (D) Li

Questions 10-11

亞洲航空公司四月五日宣佈，因暑期旅客增多，所以計劃增加飛往美國各大城市的班機。將於今年六月十五日至八月二十日之間，每逢星期一、二、四、五、六增加班機往返紐約、香港。每週五次。

亞洲航空公司四月五日宣布，因暑期旅客增多，所以计划增加飞往美国各大城市的班机。將於今年六月十五日至八月二十日之间，每逢星期一、二、四、五、六增加班机往返纽约、香港。每周五次。

10. This advertisement is announcing a temporary offer of

- (A) additional destinations
- (B) lower fares
- (C) special discounts
- (D) additional flights

11. When does this offer become effective?

- (A) August 20
- (B) June 15
- (C) April 5
- (D) February 1

Sample Usage Questions

This section consists of a number of incomplete statements, each of which has four possible completions. Select the word or phrase that best completes the sentence structurally and logically and fill in the corresponding oval on your answer sheet. THIS PART OF THE TEST IS PRESENTED IN FOUR COLUMNS TO ALLOW EACH ITEM TO BE SHOWN IN FOUR DIFFERENT WAYS OF REPRESENTING CHINESE: TRADITIONAL CHARACTERS, SIMPLIFIED CHARACTERS, PINYIN ROMANIZATION, AND THE CHINESE PHONETIC ALPHABET (BOPOMOFO). TO SAVE TIME, IT IS RECOMMENDED THAT YOU CHOOSE THE WRITING FORM WITH WHICH YOU ARE MOST FAMILIAR AND READ ONLY FROM THAT COLUMN.

12. 我很喜歡這部電影。

你 _____?

- (A) 啊
- (B) 嗎
- (C) 吧
- (D) 呢

12. 我很喜欢这部电影。

你 _____?

- (A) 啊
- (B) 吗
- (C) 吧
- (D) 呢

13. 我從來沒吃 _____
這麼好吃的菜。

- (A) 得
- (B) 過
- (C) 給
- (D) 成

13. 我从来没吃 _____
这么好吃的菜。

- (A) 得
- (B) 过
- (C) 给
- (D) 成

14. _____ 我哥哥比我大五歲，
_____ 我比哥哥高得多。

- (A) 雖然 可是
- (B) 因為 所以
- (C) 既然 就
- (D) 就是 也

14. _____ 我哥哥比我大五岁，
_____ 我比哥哥高得多。

- (A) 虽然 可是
- (B) 因为 所以
- (C) 既然 就
- (D) 就是 也

15. 星期天我要在家休息，
_____。

- (A) 不去都哪兒
- (B) 都哪兒不去
- (C) 不去哪兒都
- (D) 哪兒都不去

15. 星期天我要在家休息，
_____。

- (A) 不去都哪儿
- (B) 都哪儿不去
- (C) 不去哪儿都
- (D) 哪儿都不去

12. Wǒ hěn xǐhuan zhèi bù diànyǐng.

Nǐ _____ ?

- (A) a
- (B) ma
- (C) ba
- (D) ne

13. Wǒ cónglái méi chī _____

zhème hǎochī de cài.

- (A) de
- (B) guo
- (C) gěi
- (D) chéng

14. _____ wǒ gēge bǐ wǒ dà wǔ suì,

_____ wǒ bǐ gēge gāo de duō.

- (A) Suīrán kěshì
- (B) Yīnwei suǒyǐ
- (C) Jīrán jiù
- (D) Jiùshì yě

15. Xīngqītiān wǒ yào zài jiā xiūxi,

_____ .

- (A) bú qù dōu nǎr
- (B) dōu nǎr bú qù
- (C) bú qù nǎr dōu
- (D) nǎr dōu bú qù

12. 你喜欢这部电影。
你 _____ ?

- (A) 呀
- (B) 哪
- (C) 怎么
- (D) 呢

13. 我从来不吃这么好吃的菜。
我 _____ 这么好吃的菜。

- (A) 吃
- (B) 吃过
- (C) 给
- (D) 成

14. _____ 我哥哥比我大五岁，
_____ 我比他高得多。

- (A) 虽然 可是
- (B) 因为 所以
- (C) 既然 就
- (D) 即使 也

15. 星期天我要在家休息，
_____ .

- (A) 哪儿都不去
- (B) 哪儿都不去
- (C) 哪儿都不去
- (D) 哪儿都不去

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

- | | |
|----------|-----------|
| 1. C (2) | 9. D (3) |
| 2. A (2) | 10. D (5) |
| 3. B (1) | 11. B (4) |
| 4. C (3) | 12. D (1) |
| 5. D (3) | 13. B (2) |
| 6. B (4) | 14. A (3) |
| 7. B (3) | 15. D (4) |
| 8. C (4) | |



Taking the SAT® II: Subject Tests

French and French with Listening

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French and French with Listening

one-hour subject tests

SPECIAL INFORMATION

French Test with Listening

- offered only in November at designated test centers
- You must bring an acceptable cassette player with earphones. See page 5.

PURPOSE

French Test

- evaluate reading skills through precision of vocabulary and structure use and comprehension of a variety of texts

French Test with Listening

- in addition to evaluating reading skills, this test measures the ability to understand spoken French

FORMAT

French Test

- 85 multiple-choice questions

French Test with Listening

- 20 minutes of listening and 40 minutes of reading
- 85 to 90 multiple-choice listening and reading questions

Areas of Evaluation

Both tests evaluate reading ability in three areas:

Precision of Vocabulary: These questions test knowledge of words representing different parts of speech and some basic idioms within culturally authentic contexts.

Structure: These questions measure the ability to select an appropriate word or expression that is grammatically correct within a sentence. One part of the test contains vocabulary and structure questions embedded in longer paragraphs.

Reading Comprehension: These questions test understanding of such points as main and supporting ideas, themes, and setting of a passage. Selections are drawn from fiction, essays, historical works, and newspaper articles or everyday materials such as advertisements, timetables, forms, and tickets.

The listening test also measures the ability to understand spoken language with three types of *listening* questions:

Type One: Identify the sentence that most accurately describes what is presented in a picture or photograph.

Type Two: Answer general content questions based on short dialogues or monologues.

Type Three: Answer more specific questions based on longer dialogues or monologues.

RECOMMENDED PREPARATION

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 3-4 years study in high school or the equivalent
- 2 years of strong preparation
- gradual development of competence in French over a period of years

French Test with Listening

- a practice cassette with sample questions is available from your school counselor

SCORE

- Total score: 200-to-800 scale
- Listening test: reading and listening subscores 20-to-80 scale

FRENCH

Approximate
% of Test

Skills Measured

Vocabulary in context	30
Structure	30-40
Reading comprehension	30-40

FRENCH with LISTENING

Approximate
% of Test

Listening Section

35

Pictures	8-12 questions
Short dialogues	10-12 questions
Long dialogues	10-15 questions

Reading Section

65

Vocabulary	16-20 questions
Structure	16-20 questions
Reading comprehension	20-25 questions

Sample Reading Questions

Four types of reading questions are used in the French Tests. All questions in the tests are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

PART A

Directions: This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding oval on the answer sheet.

1. Pourquoi es-tu debout si . . . puisque tu dois te lever de bonne heure?
(A) tard (B) loin (C) peu (D) haut
2. Je ne pleure pas! J'ai quelque chose dans . . .
(A) l'oeuvre (B) l'outil (C) l'oreiller (D) l'oeil
3. Les diplomates ont négocié un . . . entre les deux pays.
(A) traitement (B) accord
(C) agrément (D) concombre

PART B

Directions: Each of the following sentences contains a blank. From the four choices given, select the one that can be inserted in the blank to form a grammatically correct sentence and fill in the corresponding oval on the answer sheet. Choice (A) may consist of dashes that indicate that no insertion is required to form a grammatically correct sentence.

4. A cette occasion Jean-Louis a mis ----- plus belle chemise et une jolie cravate neuve.
(A) sa (B) son (C) ses (D) sienne
5. Si tu faisais du jogging tous les jours, est-ce que tu te ----- mieux?
(A) sentiras (B) sentirais (C) sentais (D) sens
6. Je ne me rappelle plus ce que je ----- quand on m'a interrompu.
(A) ferais (B) fasse (C) faisais (D) fais

7. ----- est sur la table?
----- C'est le vin que ta mère a commandé.
(A) Quoi (B) Qu'est-ce qu'
(C) Quel (D) Qu'est-ce qui

PART C

Directions: The paragraphs below contain blank spaces indicating omissions in the text. For some blanks it is necessary to choose the completion that is most appropriate to the meaning of the passage; for other blanks, to choose the one completion that forms a grammatically correct sentence. In some instances, choice (A) may consist of dashes that indicate that no insertion is required to form a grammatically correct sentence. In each case, indicate your answer by filling in the corresponding oval on the answer sheet. Be sure to read the paragraph completely before answering the questions related to it.

Madame la directrice,

Vous m'avez demandé (8) répondre sans (9) de temps. Mais (10) fixer mon départ de Paris, j'ai besoin de quelques (11).

8. (A) que je vous
(B) de vous
(C) vous
(D) à vous
9. (A) perdant
(B) perdu
(C) avoir perdu
(D) perdre
10. (A) avant que
(B) avant
(C) en avant
(D) avant de
11. (A) renseignements
(B) éclairs
(C) informateurs
(D) événements

PART D

Directions: Read the following selections carefully for comprehension. Each selection is followed by a number of questions or incomplete statements. Select the completion or answer that is best according to the selection and fill in the corresponding oval on the answer sheet.

- Alors, que dire des contes qu'invente aujourd'hui la publicité? On dénonce l'artifice et les conventions des messages publicitaires. Mais quand on demande à des enfants de choisir entre divers scénarios ou types d'illustration, il faut bien constater que ce sont justement ces conventions, cet artifice qu'ils préfèrent. Les parents s'inquiètent des images de violence physique ou de complaisance sexuelle qu'on peut voir à la télévision, alors que les enfants, au moins jusqu'à la puberté, y sont en général indifférents. En revanche, ils détestent le journal télévisé. Avec son cortège de guerres, de chômage et de grèves, de drames et de catastrophes, il les met mal à l'aise. La publicité, avec son imagerie du bonheur, les rassure.
- Et quand les moralistes reprochent aux publicitaires de lier cette idée de bonheur à la possession de biens matériels, ils oublient que les contes de fées non plus n'étaient pas désintéressés. Ce n'est pas le problème des enfants. Cela peut être celui des parents, quand ils s'efforcent de leur apprendre à faire le départ entre le réel et l'imaginaire, entre le désir et sa réalisation.

12. Selon l'article, les effets des scènes de violence et de complaisance sexuelle à la télévision sur les jeunes enfants sont en général
- (A) nuisibles (B) graves
(C) favorables (D) insignifiants
13. D'après le texte, quelle est la réaction que le journal télévisé provoque chez les enfants?
- (A) Il les trouble. (B) Il les intéresse.
(C) Il les laisse indifférents. (D) Il les rassure.
14. Quelle est la conclusion de l'article vis-à-vis de la publicité?
- (A) La réaction des enfants devant la publicité dépend des parents.
(B) Tous les enfants réagissent différemment à la publicité.
(C) La publicité est salubre dans le développement de l'enfant.
(D) On a raison de dénoncer les messages publicitaires.



LE BON MOMENT
— PAR LES RESTAURATEURS —
DU VOYAGE

*La SNCF et ses restaurateurs,
s'engagent par un service de qualité,
à vous faire passer un bon moment
pendant le temps de votre voyage.
Pour être sûr de pouvoir en profiter,
la SNCF vous recommande de réserver
votre repas en même temps
que votre place.*

15. Quand on voyage en train, on devrait réserver une table au moment où l'on
- (A) achète son billet
(B) commence le voyage
(C) annonce le repas
(D) arrive à destination

Sample Listening Questions

The following three types of questions appear on the French Test with Listening. All questions in this section of the test are multiple-choice questions in which you must choose the **BEST** response from three or four choices offered. Text in brackets [] is recorded on the cassette tape.

PART A

Directions: For each item in this part, you will hear four sentences designated (A), (B), (C), and (D). They will not be printed in your test book. As you listen, look at the picture in your test book and select the choice that best reflects what you see in the picture or what someone in the picture might say. Then fill in the corresponding oval on the answer sheet. You will hear the choices only once. Now look at the following example.

You see:



You hear:

- [(A) Quelle joie d'être seul!
- (B) Que c'est agréable de faire du vélo!
- (C) Le moteur fait trop de bruit!
- (D) Nous adorons la course à pied.]

Statement (B), "Que c'est agréable de faire du vélo!" best reflects what you see in the picture or what someone in the picture might say. Therefore, you should choose answer (B).

1. You see:



You hear:

[Numéro 1

- (Woman)** (A) Il y a beaucoup de vagues cet après-midi.
 (B) Quel plaisir d'être en forêt!
 (C) Faire de la voile est bien agréable.
 (D) Les bateaux à rames sont lents et silencieux.]

(7 seconds)

2. You see:



You hear:

[Numéro 2

- (Man)** (A) C'est bien, la musique en plein air!
 (B) Ces gens écoutent un discours passionnant.
 (C) Ces gens se plaignent du bruit.
 (D) Cette salle de concert a une bonne acoustique.]

(7 seconds)

PART B

Directions: In this part of the test you will hear several short selections. A tone will announce each new selection. The selections will not be printed in your test booklet, and will be heard only once. At the end of each selection, you will be asked one or two questions about what was said, each followed by three possible answers, (A), (B), and (C). The answers are not printed in your test booklet. You will hear them only once. Select the best answer and fill in the corresponding oval on the answer sheet. Now listen to the following example, but do not mark the answer on your answer sheet.

You hear:

[(Tone)]

(Man B) Papa, ta voiture est chez le garagiste.

(Man A) Mais pourquoi? Elle a toujours bien marché.

(Man B) Euh, en réalité, j'ai eu un accident.

(Man A) Quoi? Tu plaisantes, n'est-ce pas?

(Woman A) Qu'est-ce qu'on peut dire de la voiture en question?

(A) Elle est en réparation.

(B) Elle est sur la route.

(C) Elle est chez un ami.]

The best answer to the question, "Qu'est-ce qu'on peut dire de la voiture en question?" is (A), "Elle est en réparation." Therefore, you should choose answer (A).

Questions 3-4

[(Tone)]

(Woman) Agence Beausoleil, bonjour.

(Man) Bonjour, madame. Pourriez-vous m'aider à trouver un vol pour Toronto dans la semaine du 15 avril?

(Woman) Bien sûr, monsieur. Selon l'ordinateur, il y a des vols à 11 heures et à 15 heures tous les jours.

(Man) D'accord. Réservez-moi une place sur le vol de 11 heures, pour le mardi 16.

(Woman) Entendu, monsieur.]

(5 seconds)

3. [Numéro 3

(Woman) Qu'est-ce que le monsieur veut faire?

(A) Réserver une chambre.

(B) Acheter un ordinateur.

(C) Prendre un avion.]

(7 seconds)

4. [Numéro 4

(Woman) Quand le monsieur va-t-il partir?

(A) Immédiatement.

(B) En semaine.

(C) Pendant le week-end.]

(7 seconds)

Questions 5-6

[(Tone)]

(Man) Pour la quatrième année consécutive, des échanges auront lieu entre des étudiants de Paris et de New York. Environ vingt-cinq étudiants âgés de 15 à 17 ans viendront passer trois semaines dans des familles aux Etats-Unis. L'été suivant, ce sera le tour des étudiants américains d'être hébergés dans des familles françaises.]

(5 seconds)

5. [Numéro 5

(Man B) Quel est le but de cette annonce à la radio?

(A) D'encourager le tourisme en été.

(B) De présenter des renseignements sur Paris.

(C) De présenter un programme d'échange.]

(7 seconds)

6. [Numéro 6

(Man B) Combien de temps doit durer ce séjour?

(A) Trois semaines.

(B) Six mois.

(C) Un an.]

(7 seconds)

Questions 7-8

[(Tone)]

(Man A) Bon, c'est d'accord. Nous allons d'abord voir un film, puis retrouver Anne et Sophie au café de la gare. On se rencontre à dix-neuf heures devant le cinéma, entendu?

(Man B) C'est ça. A ce soir.]

(5 seconds)

7. [Numéro 7

(Woman) Qu'est-ce que les deux amis vont faire ensemble?

(A) Prendre le train.

(B) Aller au cinéma.

(C) Ecouter des disques.]

(7 seconds)

8. [Numéro 8

(Woman) Où les amis vont-ils rencontrer Anne et Sophie?

- (A) Chez elles.
- (B) Dans un café.
- (C) Au théâtre.]

(7 seconds)

PART C

Directions: You will now hear some extended dialogues or monologues. You will hear each only once. After each dialogue or monologue, you will be asked several questions about what you have just heard. These questions are also printed in your test book. Select the best answer to each question from among the four choices printed in your test book and fill in the corresponding oval on the answer sheet. There is no sample question for this part.

Questions 9–11

You will hear:

[(Man A) Dialogue numéro 1. Eric, jeune étudiant demeurant à Paris, parle de ses activités.

(Woman) Alors, dis-moi ce que tu fais.

(Man B) Je suis chanteur dans deux groupes, un de Rythme & Blues, et un autre groupe, un groupe de rock.

(Woman) Et vous répétez souvent?

(Man B) Pour le groupe de Rythme & Blues, nous ne répétons pas souvent; nous avons répété pendant huit mois et donc nous connaissons assez bien le répertoire et je ne fais pas tous les concerts avec eux, donc ce n'est pas la peine.

(Woman) Et comment s'appelle ce groupe?

(Man B) Ce groupe s'appelle *Les Steady Holy Men*.

(Woman) Et l'autre groupe?

(Man B) C'est un groupe de rock qui s'appelle *Riffraff* et là, on vient de commencer il y a deux mois, un peu plus peut-être, et nous répétons, une fois par semaine au moins, quelquefois deux fois par semaine, pendant trois ou quatre heures.

(Woman) Et vous répétez où?

(Man B) Nous répétons dans un local de répétitions. Il y en a plusieurs sur Paris où on peut payer à l'heure pour répéter dans un studio. Tout est équipé.

(Woman) Bien, et vous jouez où, en général?

(Man B) Nous jouons dans des bars, dans des clubs, dans des bistros, dans des caves.]

9. [Numéro 9

(Woman B) Au cours de cette conversation, qu'est-ce que nous apprenons sur le jeune Eric?]

Au cours de cette conversation, qu'est-ce que nous apprenons sur le jeune Eric?

- (A) Il est chanteur.
- (B) Il a terminé ses études.
- (C) Il est acteur.
- (D) Il veut apprendre le français.

(12 seconds)

10. [Numéro 10

(Woman B) Pourquoi les membres du groupe Rythme & Blues ne répètent-ils pas souvent?]

Pourquoi les membres du groupe Rythme & Blues ne répètent-ils pas souvent?

- (A) Parce qu'ils connaissent bien les chansons.
- (B) Parce qu'ils aiment improviser.
- (C) Parce qu'ils s'intéressent à d'autres concerts.
- (D) Parce qu'ils jouent rarement en public.

(12 seconds)

11. [Numéro 11

(Woman B) Où Eric donne-t-il des concerts?]

Où Eric donne-t-il des concerts?

- (A) Dans des restaurants.
- (B) Dans des jardins.
- (C) Dans des clubs.
- (D) Dans des théâtres.

(12 seconds)

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

Reading Questions

- | | | | |
|----------|----------|-----------|-----------|
| 1. A (1) | 5. B (3) | 9. D (3) | 13. A (4) |
| 2. D (2) | 6. C (3) | 10. D (3) | 14. A (3) |
| 3. B (3) | 7. D (4) | 11. A (3) | 15. A (3) |
| 4. A (2) | 8. B (2) | 12. D (3) | |

Listening Questions

- | | | | |
|----------|----------|----------|-----------|
| 1. D (4) | 4. B (2) | 7. B (2) | 10. A (4) |
| 2. A (3) | 5. C (2) | 8. B (3) | 11. C (3) |
| 3. C (2) | 6. A (3) | 9. A (2) | |



Taking the SAT® II: Subject Tests

German and German with Listening

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Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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German and German with Listening

one-hour subject tests

SPECIAL INFORMATION

German Test

- offered only in June at all test centers

German Test with Listening

- offered only in November at designated test centers
- You must bring an acceptable cassette player with earphones. See page 5.

PURPOSE

German Test

- measures the ability to understand written German

German Test with Listening

- measures the ability to understand written and spoken German

FORMAT

German Test

- 80-85 multiple-choice questions

German Test with Listening

- 20 minutes listening and 40 minutes of usage and reading
- 85 to 90 multiple-choice listening and reading questions
- listening questions require answers to questions based on shorter and longer listening selections

Areas of Evaluation

Both tests comply with the German spelling reform (Rechtschreibreform) as much as possible. They evaluate reading ability in these areas:

Sentence Completion and Paragraph Completion: These questions test vocabulary and grammar requiring you to know the meaning of words and idiomatic expressions in context and to identify usage that is structurally correct and appropriate. For each omission, you must select the choice that BEST fits each sentence.

Reading Comprehension: These questions test understanding of the content of various materials taken from sources such as advertisements, timetables, street signs, forms, and tickets. They also examine your ability to read passages representative of various styles and levels of difficulty. There are several prose passages followed by questions that test your understanding of the passages. The passages, mostly adapted from literary sources and newspapers or magazines, are generally one or two paragraphs in length and test whether you can identify the main idea or comprehend facts or details in the text.

The listening test also measures the ability to understand spoken language with two types of *listening* questions:

Type One: Contains short dialogues/monologues with one or two multiple-choice questions. Dialogues/monologues, questions, and answer choices are recorded. Questions are also printed in the test book.

Type Two: Contains longer dialogues and monologues with several multiple-choice questions. Dialogues/monologues and questions are only recorded and not printed in the test book. Answer choices are not recorded; they appear only in the test book.

RECOMMENDED PREPARATION

Both tests reflect general trends in high school curricula and are independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 2-4 years of study in high school or the equivalent
- gradual development of competence in German over a period of years

German Test with Listening

- a practice cassette with sample questions is available from your school counselor

SCORE

- Total score: 200-to-800 scale
- Listening Test: reading and listening subscores 20-to-80 scale

GERMAN	Approximate % of Test
Skills Measured	
Vocabulary in context and Structure in context (grammar)	50
Reading comprehension <i>Authentic stimulus materials and passages</i>	50

GERMAN with LISTENING	Approximate % of Test
Listening Section (20 minutes)	35
Short dialogues/monologues	
Long dialogues/monologues	
Reading Section (40 minutes)	65
Vocabulary in context	
Structure in context (grammar)	
Reading comprehension using authentic stimulus materials and passages	

Sample Reading Questions

Several types of questions are used in the German Test. All questions in the test are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

PART A

Directions: This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding oval on the answer sheet. (The sentences will be grouped by topics.)

- Der Präsident hat gestern Abend eine . . . gehalten.
(A) Rede (B) Sprache (C) Nachricht (D) Erklärung
- Sie tut nur, was ihr Spaß . . .
(A) gibt (B) schenkt (C) macht (D) bringt
- Der nächste Bus . . . um zehn Uhr ab.
(A) fährt (B) fahr (C) fahre (D) fährt
- Wissen Sie, . . . dieser Hund gehört?
(A) wer (B) wo (C) wessen (D) wem

PART B

Directions: In the following paragraph, there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding oval on the answer sheet.

Verspätung

Solange ich ihn, ist er immer pünktlich

- | | |
|--------------|----------------|
| 5. (A) weiß | 6. (A) gewesen |
| (B) kenne | (B) worden |
| (C) verstehe | (C) geworden |
| (D) kann | (D) gewusst |

verstehe nicht, warum er uns

- (A) damit
- (B) dadurch
- (C) darin
- (D) deshalb

diesmal im gelassen hat.

- (A) Loch
- (B) Vergessen
- (C) Stich
- (D) Mangel

PART C

Directions: Read the following texts carefully for comprehension. Each is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the text and fill in the corresponding oval on the answer sheet.

Question 9

Weltstadt-Wochenende zu zweit zu gewinnen!

- An einem Freitag anreisen und bis Sonntag bleiben
- Im erstklassigen Hotel verwöhnt werden
- Weltstadt-Programm erleben
- Das alles auf unsere Kosten •

Name:

Straße:

Ort:

Viel Glück!

9. Was könnte man mit diesem Schein gewinnen?

- (A) Ein bezahltes Wochenende
- (B) Einen Urlaub am Meer
- (C) Ein tolles Auto
- (D) Ein super Hotel

Questions 10–11

MAGAZIN

Im Magazinteil lesen Sie: Ist Paul McCartney tot? Außerdem über: Musikrends aus Rock, Pop und Klassik. Musik-Neuerscheinungen. Konzerte und Tourneen. Künstler. Medien. Und vieles mehr. Das ist beste Unterhaltung auf über 80 farbigen Seiten.

UND KATALOG

Aus dem Katalogteil bestellen Sie leicht und bequem von zu Hause: Top-Hits von gestern, heute und morgen. Klassik, Pop, Rock, Jazz. CDs, LPs, MCs, Film- und Musik-Videos. Exklusivangebote. Riesenauswahl.

IN EINEM

10. Wofür macht man hier Reklame?

- (A) Moderne Rockstars
- (B) Neue Stereoanlagen
- (C) Preiswerte CD-Spieler
- (D) Eine Musikzeitschrift

11. Worüber gibt das Magazin wohl Auskunft?

- (A) Neues über Computer
- (B) Kunstausstellungen
- (C) Neues aus Rock und Pop
- (D) Modische Kleidung

Questions 12–14

Die Frage, ob Bewegung wirklich der Gesundheit dient, beschäftigt nach wie vor sowohl die Mediziner als auch alle diejenigen, die mit Joggen, Schwimmen und Schwitzen ihr Herzinfarkttrisiko zu verkleinern hoffen.

Bevölkerungsstudien geben viele Beweise dafür, dass Herztraining — bestimmte körperliche Übungen mindestens dreimal in der Woche, die für mindestens 30 Minuten den Puls beschleunigen — tatsächlich die Gefahr von Herzkrankheiten reduzieren kann. Laboruntersuchungen hingegen waren bisher nicht ganz klar. Großes Interesse fand jedoch eine Studie der Universitätsklinik Boston. Nach regelmäßigem Training in einem Laufrad überstand eine Versuchsgruppe von Affen die Folgen einer schlechten Ernährung besser als eine Vergleichsgruppe. Diese Gruppe hatte bei gleicher Ernährung keine Bewegung. Natürlich muss das Experiment wiederholt und verbessert werden. Immerhin ist dies das erste Versuchsergebnis mit höheren Primaten, z.B. Affen, das zeigt, dass man durch körperliche Bewegung Herzerkrankungen verhindern kann.

12. Es gibt viele Beweise dafür, dass Herzinfarkte bei Menschen nicht so häufig auftreten, wenn sie

- (A) zu viel essen
- (B) fit bleiben
- (C) Bewegung vermeiden
- (D) Tierversuche machen

13. Der Verfasser des Berichtes macht es klar, dass

- (A) die Vergleichsgruppe kein Verhältnis zur Versuchsgruppe hat
- (B) Bewegung der menschlichen Gesundheit nur schaden kann
- (C) das Experiment wiederholt werden muss
- (D) der Puls nie beschleunigt werden kann

14. In diesem Artikel geht es in erster Linie um eine Frage

- (A) des Sporttrainings
- (B) der Ernährung
- (C) der Labormethoden
- (D) der Gesundheit

Sample Listening Questions

In the German Test with Listening, the following two types of listening questions will appear in addition to the reading questions discussed previously. In the actual test, the listening section will come first. All questions in this part of the test are multiple-choice questions in which you must choose the **BEST** response from the four choices offered.

Text in brackets [] is only recorded and not printed in your test book.

PART A

Directions: In this part of the test you will hear several selections. They will not be printed in your test book. You will hear them only once. Therefore, you must listen very carefully. In your test book you will read one or two short questions about what was said. Another speaker will read the questions for you. Each question will be followed by four choices marked (A), (B), (C), and (D). The choices are not printed in your test book. You will hear them once. Select the best answer and fill in the corresponding oval on your answer sheet.

(Narrator) [Question 15 refers to the following exchange.]

(Man B) [Hmmm, das riecht gut. Was gibt's denn heute Abend zu essen?]

(Man A) Für dich nichts, Klaus, weil du immer so spät nach Hause kommst.

(Man B) Entschuldige, Rainer. Aber das war nicht meine Schuld—heute. Die Chefin gab mir in der letzten Minute noch viel zu tun.]

15. (Woman) [Was gefällt Rainer nicht?] Was gefällt Rainer nicht?

- (Man) [(A) Klaus kommt spät.
- (B) Die Chefin arbeitet viel.
- (C) Klaus hat gegessen.
- (D) Es riecht so gut.]

(5 seconds)

(Narrator) [Questions 16 and 17 refer to the following exchange.]

(Man A) [Herr Lenz, es ist schon 6.00 Uhr, and Sie sitzen immer noch am Schreibtisch!]

(Man B) Ich fahre doch morgen in Urlaub und wollte keine Arbeit liegen lassen.

(Man A) Lassen Sie mal. Am Montag bekomme ich eine Hilfskraft. Gehen Sie nach Hause und packen Sie.]

16. **(Woman)** [Warum sitzt Herr Lenz noch am Schreibtisch?] Warum sitzt Herr Lenz noch am Schreibtisch?
- (Man)** [(A) Er telefoniert.
(B) Er packt ein.
(C) Er arbeitet.
(D) Er fährt heim.]
- (5 seconds)
17. **(Woman)** [Wo unterhalten sich die Männer?] Wo unterhalten sich die Männer?
- (Man)** [(A) Im Urlaub.
(B) Im Zug.
(C) Zu Hause.
(D) Im Büro.]
- (5 seconds)

PART B

Directions: You will now listen to some extended dialogues or monologues. You will hear each only once. After each dialogue or monologue, you will be asked several questions about what you have just heard. These questions are not printed in your test book. From the four printed choices, select the best answer to each question and fill in the corresponding oval on the answer sheet. There is no sample question for this part.

Questions 18–21

- (Narrator)** [You will hear a telephone conversation about a car deal.]
- (Telephone rings)
- (Woman)** [Hallo – Müller hier.]
- (Man)** Ich habe in der „Morgenpost“ gelesen, dass Sie ein Auto zu verkaufen haben. Können Sie mir etwas über den Wagen sagen?
- (Woman)** Ja, der Wagen ist drei Jahre alt, hat ungefähr 45 000 km und ein Schiebedach. Er ist in gutem Zustand. Er steht immer nachts in der Garage, und ich hatte noch nie einen Unfall damit.
- (Man)** Wann war der Wagen das letzte Mal zur Inspektion beim TÜV?
- (Woman)** Ende letzten Jahres.
- (Man)** Gibt es irgendwelche Probleme mit dem Wagen?
- (Woman)** Vor einigen Monaten ließ sich die Tür auf der Fahrerseite nicht schließen. Wir haben sie aber reparieren lassen.
- (Man)** Ich habe gegen 17.00 Uhr Feierabend, kann ich dann vorbeikommen?

- (Woman)** Ja, ich wohne Holunderweg 7.
- (Man)** Ach, da sind wir ja beinahe Nachbarn. Ich werde kurz nach 18.00 Uhr bei Ihnen sein.
- (Woman)** Gut dann: Auf Wiedersehen.]
18. **(Man)** [Woher weiß der Mann, dass die Frau ein Auto zu verkaufen hat?]
- (12 seconds)
- (A) Er hat es in der Zeitung gelesen.
(B) Sie hat einen Brief an ihn geschrieben.
(C) Seine Autowerkstatt hat es ihm gesagt.
(D) Die Nachbarn haben es ihm erzählt.
19. **(Man)** [Warum war das Auto in der Werkstatt?]
- (12 seconds)
- (A) Weil es in einen Unfall verwickelt war.
(B) Weil die Karosserie verkratzt war.
(C) Weil die Tür auf der Fahrerseite nicht zugeht.
(D) Weil man die Fenster nicht schließen konnte.
20. **(Man)** [Wann wird sich der Mann den Wagen ansehen?]
- (12 seconds)
- (A) Kurz vor Feierabend.
(B) Nach der Arbeit.
(C) Am Morgen.
(D) Am Wochenende.
21. **(Man)** [Warum ist das Auto so gut wie neu?]
- (12 seconds)
- (A) Weil es gerade aus der Werkstatt kam.
(B) Weil es zur Inspektion muss.
(C) Weil es nachts nicht auf der Straße steht.
(D) Weil es über 45 000 km drauf hat.

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

Reading Questions

- | | | | |
|----------|----------|-----------|-----------|
| 1. A (4) | 5. B (2) | 9. A (1) | 13. C (3) |
| 2. C (2) | 6. A (2) | 10. D (2) | 14. D (3) |
| 3. D (2) | 7. D (3) | 11. C (2) | |
| 4. D (4) | 8. C (5) | 12. B (1) | |

Listening Questions

- | | | | |
|-----------|-----------|-----------|-----------|
| 15. A (2) | 17. D (1) | 19. C (3) | 21. C (3) |
| 16. C (1) | 18. A (3) | 20. B (4) | |



Taking the SAT® II: Subject Tests

Modern Hebrew

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Modern Hebrew

one-hour subject test

PURPOSE

- measure competence in modern Hebrew

FORMAT

- 85 multiple-choice questions

Areas of Evaluation

The test evaluates reading ability in three areas:

Vocabulary: These types of questions test knowledge of words representing different parts of speech and some basic idioms within culturally authentic contexts.

Structure: This kind of question tests grammar, including parts of speech as well as your ability to recognize appropriate language patterns.

Reading Comprehension: Reading comprehension questions test your understanding of passages of varying levels of difficulty. These passages, most of which are vocalized, are generally adapted from literary sources and newspaper or magazine articles. Authentic material such as advertisements has been added to the test. While some passages have biblical references, no material in the test is written in biblical Hebrew.

RECOMMENDED PREPARATION

The Modern Hebrew Test allows for variation in language preparation. It is independent of particular textbooks or methods of instruction. Recommended preparation includes:

- 2-4 years of Hebrew language study in high school or the equivalent
- gradual development of competence in Hebrew over a period of years

SCORE

- Total score: 200-to-800 scale

CONTENT	Approximate % of Test
Skills Measured	
Vocabulary in context	30
Structure in context (grammar)	30
Reading comprehension	40

Sample Questions

Three types of questions are used in the Modern Hebrew Test. All questions in the test are multiple-choice and require you to choose the **BEST** response from the four choices offered.

PART A

Directions: This part consists of a number of incomplete statements, each having four suggested completions. Select the most appropriate completion and fill in the corresponding oval on the answer sheet.

1. המורה _____ לנו לקרא שני ספורים לשעור הבא.
(A) דבר (B) שלח
(C) אָמר (D) בקש

2. כל הכרטיסים להצגה הראשונה של _____ נמכרו.
(A) המקהלה (B) המחנה
(C) ההחלטה (D) ההבטחה

3. הִיָּה קר בחוץ _____ שהשמש זרחה.
(A) בגלל (B) אף-על-פי
(C) מפני (D) כדי

4. הם אינם יכולים לעשות את הכל בעצמם.
צריך לעזור _____.
(A) אותם (B) בשבילם
(C) להם (D) עליהם

5. השעון צלצל וצלצל אבל אני לא _____.
(A) התעורר (B) עוררתי
(C) הערתי (D) התעוררתי

6. אַחֲרֵי שֶׁהֵרְצָאָה _____ , שָׂאֲלֵנוּ שְׂאֵלוֹת.

- (A) גּוֹמְרֵת (B) נִגְמְרֵת
(C) גְּמְרָה (D) נִגְמְרָה

11. (A) אָל (B) מִ-
(C) לִ- (D) עַל

12. (A) נוֹשָׂאִים (B) נוֹסְעִים
(C) הוֹפְעוֹת (D) פְּעוּלוֹת

PART B

Directions: In each of the following paragraphs there are numbered blanks indicating that words or phrases have been omitted. For each numbered blank, four completions are provided. First read through the entire paragraph. Then, for each numbered blank, choose the completion that is most appropriate and fill in the corresponding oval on the answer sheet.

לֹא מִזְמַן נִפְתְּחָה בְּנִיּוּיּוֹרְק רֶשֶׁת טֵלֵוִיזְיָה
בְּכַבְלִים בְּנוֹשָׂאִים יְהוּדִיִּים וְיִשְׂרָאֵלִיִּים.
הֶרְשֵׁת (7) _____ "שְׁלוֹם אַמְרִיקָה",
וּמִשְׁדָּרֵת (8) _____ יִשְׂרָאֵלִיּוֹת וּמְקוֹמִיּוֹת,
חֵלֶק בְּעֵבְרִית וְחֵלֶק בְּאִנְגְּלִית. הִיא (9) _____
בְּבְרוֹקְלִין, קוֹיִנְס וּמְנֶהֱטֵן. מִשְׁדָּרִים בָּהּ
(10) _____ מִיִּשְׂרָאֵל, פְּנַת-הַיְלֵד, אֶלְפֵן
(11) _____ עֵבְרִית, וְשְׂדוּרִים עַל (12) _____
יְהוּדִיִּים.

7. (A) קוֹרֵאת (B) נִקְרֵאת
(C) קוֹרְאִים (D) קָרְאָה

8. (A) תְּכָנִיּוֹת (B) תְּעָרוּכוֹת
(C) תּוֹצְאוֹת (D) תְּאוֹנוֹת

9. (A) מִתְּפַעֵלֶת (B) מְפַעֵלָה
(C) פּוֹעֵלֶת (D) מְפַלְיָה

10. (A) חֲדָשׁוֹת (B) מְמַשְׁלוֹת
(C) מְסִים (D) כְּרִטִּיסִים

PART C

Directions: Read the following passages carefully for comprehension. Each is followed by a number of questions or incomplete statements. Select the answer or completion that is best according to the passage and fill in the corresponding oval on the answer sheet.



דְּרוֹשִׁים מוֹרִים לְמַתְמָטִיקָה וְלַמְדַּע לְכִיתוֹת ה-ו,
לְחֻצֵי מִשְׁרָה אוֹ לְמִשְׁרָה מְלֵאָה.
דְּרִישׁוֹת: תּוֹאֵר רֵאשׁוֹן בְּתַחֲוֹם מֵתֵאִים,
וְתַעֲוֹדַת הוֹרָאָה.
בֵּית סֵפֶר תּוֹמֵר, רַח' בֶּן יְהוּדָה.
טֵלְפוֹן: 556677.

13. הַפְּרִסוּמָת מוֹדִיעָה עַל
(A) מוֹרִים שֶׁמְחַפְּשִׁים עֲבוּדָה
(B) מְקוֹמוֹת עֲבוּדָה לְמוֹרִים
(C) סִפְרֵי לַמּוֹד לְמַתְמָטִיקָה וְלַמְדַּע
(D) תְּעוֹדוֹת לְמוֹרִים

14. לְפִי הַפְּרִסוּמָת דְּרוֹשִׁים
(A) מוֹרִים בְּאַרְצוֹת-הַבְּרִית
(B) כְּתוֹת גְּדוּלוֹת
(C) סִפְרֵי לַמּוֹד
(D) בְּעֵלֵי תּוֹאֵר רֵאשׁוֹן

15. 556677 הוּא מְסַפֵּר הַטֵּלְפוֹן שֶׁל
(A) הַמּוֹרָה
(B) בֵּית סֵפֶר תּוֹמֵר
(C) בֶּן יְהוּדָה
(D) הַכְּתָה

17. האיש שהוריש לנגסי כסף, היה

- (A) זמר באופרה
- (B) הדוד שלה
- (C) שכן של הוריה
- (D) אורח בבית-הוריה

18. בזמן המלחמה היו להורים חדרים ריקים, כי

- (A) אף אחד לא רצה לבקר אצלם
- (B) הם גרו בבגין גבוה עם הרבה דירות
- (C) הבנים שלהם לא היו בבית
- (D) היה להם בית גדול

19. רואים שהחילים העריכו את הוריה של

- נגסי, כי הם
- (A) המשיכו להתכתב אתם
- (B) הזמינו אותם לבקר בבתיהם
- (C) ספרו לחבריהם על הארוח
- (D) בקשו מנגסי לשלח להם כרטיסי-ברכה

20. איזו עצה מבקשת נגסי מאביז

- (A) איך לכתב צוואה
- (B) אם כדאי ללכת לאופרה
- (C) אם להתכתב עם החיל
- (D) איך להשתמש בכסף שקבלה

אבי היקרה

אני כותבת לבקש את עצתך בענין אישי.
לפני כמה ימים קבלתי בדאר צ"ק בסכום של
עשרים אלף דולר. איזו הפתעה! הכסף הגיע
אלי בדרך מענינת מאד.

בשנת 1944 שני אחי היו בצבא, ובבית
נשארו שני חדרים ריקים. בחדרים אלה הורי
ארחו חילים אמריקנים שהיו בדרךם לאירופה.
אחרי המלחמה שמרו החילים האלה על
קשר עם הורי. הם כתבו מכתבים ושלחו
כרטיסי ברכה לחגים.

אחד מהם נפטר לפני מספר חדשים. הוא
זכר את היחס הטוב של הורי והשאיר להם
בצוואה שלו עשרים אלף דולר. הכסף הגיע
אלי, כי אני היורשת היחידה של הורי.

מה דעתך? אדם שאף פעם לא פגשתי
השאיר לי כסף מפני שהורי היו טובים אליו.
אני זוכרת שאמא ספרה לי שערב אחד היא
לא יכלה ללכת לאופרה, ואבי לקח את החיל
הזה במקומה. זאת הייתה הפעם הראשונה
שבקר באופרה, וזה מצא-חן בעיניו מאד.
אחרי המלחמה, הוא הצליח בעסקיו ותרם
הרבה כסף לאופרה בעיר מגוריו.
מה דעתך, אבי, מה עלי לעשות בכסף?
אני מחכה לתשובתך המהירה.
שלך נגסי

16. מן הקטע ברור, שהמכתב נכתב

- (A) לאח שלה
- (B) לחיל במלחמה
- (C) לזמרת אופרה
- (D) ליועצת בעתון

ANSWERS

The estimated difficulty level, on a scale of 1 to 5, with 1 the easiest and 5 the most difficult, is in parentheses.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. C (3) | 6. D (4) | 11. C (3) | 16. D (2) |
| 2. A (4) | 7. B (2) | 12. A (4) | 17. D (2) |
| 3. B (3) | 8. A (4) | 13. B (4) | 18. C (1) |
| 4. C (4) | 9. C (5) | 14. D (3) | 19. A (2) |
| 5. D (3) | 10. A (3) | 15. B (1) | 20. D (1) |