



## Taking the SAT® II: Subject Tests

### Latin

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# Latin

one-hour subject test

## PURPOSE

- measure wide-ranging knowledge of Latin

## FORMAT

- 70-75 multiple-choice questions

### Areas of Evaluation

The test questions ask you to:

- select appropriate grammatical forms of Latin words
- choose Latin words from which English words are derived
- translate from Latin to English
- complete Latin sentences
- choose alternate ways of expressing the same thought in Latin
- answer a variety of questions based on short passages of prose or poetry

The reading comprehension part has 30 to 37 questions based on three to five reading passages and one or two poetry passages. A set of questions following a poetry passage always includes one question requiring you to scan the first four feet of a line of dactylic hexameter verse or to determine the number of elisions in a line.

## RECOMMENDED PREPARATION

- 2-4 years of Latin study in high school (the equivalent of two to four semesters in college)
- gradual development of competence in sight-reading Latin over a period of years

## SCORE

- Total score: 200-to-800 scale

## CONTENT

Approximate  
% of Test

### Skills Measured

Grammar and syntax	30
Derivatives	5
Translation and reading comprehension	65

## Sample Questions

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

**Note:** In some questions in this test variations of Latin terms will appear in parentheses.

**Directions:** In each statement below, you are asked to give a specific form of the underlined word. Select the correct form from the choices given. Then fill in the corresponding oval on the answer sheet.

1. The dative singular of senātus is  
(A) senātū (B) senātum (C) senātūs (D) senātui
2. The nominative plural neuter of fortior is  
(A) fortiōrēs (B) fortiōrī (C) fortiōrum (D) fortiōra
3. The present subjunctive passive of capitis is  
(A) capiāminī (B) capiēminī  
(C) caperēminī (D) capiminī

**Directions:** Each of the following English sentences contains a word that is underlined. From among the choices, select the Latin word to which the underlined word is related by derivation. Then fill in the corresponding oval on the answer sheet.

4. The transition from adolescence to adulthood was easy.  
(A) sedēre (B) īre (C) ferre (D) esse
5. All things are possible.  
(A) pōnō (B) possum (C) possideō (D) poscō

**Directions:** In each of the sentences below, part or all of the sentence is underlined. From among the choices, select the best translation for the underlined word or words. Then fill in the corresponding oval on the answer sheet.

6. Sī vocāvissēs, laetī fuissēmus.

- (A) If you were calling
- (B) If you had called
- (C) If you are calling
- (D) If you should call

7. Agricola dixit sē puellam vīsūrum esse.

- (A) that he would see the girl
- (B) that he had seen the girl
- (C) that the girl would see him
- (D) that they will see the girl

8. Iter mīlitibus faciendum est.

- (A) The journey was made by the soldiers.
- (B) The journey is being made by the soldiers.
- (C) The soldiers must make a journey.
- (D) The soldiers have made a journey.

**Directions:** Each of the sentences below contains a blank space indicating that a word or phrase has been omitted. For each blank, four completions are provided. Choose the word or phrase that best completes the sentence and fill in the corresponding oval on the answer sheet.

9. Servus . . . vulnerātur.

- (A) ā saxō (B) saxum (C) cum saxō (D) saxō

10. Vidistī . . . patriam incolunt.

- (A) quōs (B) quī (C) quem (D) cui

**Directions:** In each of the sentences below, part or all of the sentence is underlined. Select from the choices the expression that, when substituted for the underlined portion of the sentence, changes the meaning of the sentence LEAST. Then fill in the corresponding oval on the answer sheet.

11. Fortēs ā consule semper laudantur.

- (A) Consul ā fortibus semper laudātur.
- (B) Consul fortēs semper laudat.
- (C) Fortēs consulem semper laudant.
- (D) Consulēs fortēs semper laudantur.

12. Cīvēs vērunt ut pācem peterent.

- (A) ad pācem petendam
- (B) pāce petītā
- (C) sī pax peterētur
- (D) postquam pax petēbātur

**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.

### Honors for an emperor

Cum igitur in amōre omnium Marcus Antonīnus bene rēgnāvisset, octāvō decimō annō imperiī suī mortuus est. Priusquam fūnus celebrātum est, senātus populusque eum deum esse dixit. Mox nēmō erat quī eius (ejus) imāginem in suā domō non habēret, hodiēque in multīs domibus Marcī Antonīnī statuae consistunt inter Penātēs. Neque dēfuērunt hominēs qui crēderent in somnīs eum multa quae vērā essent praedixisse.

Line

(5)

13. In line 2, octāvō decimō annō is translated

- (A) for eighteen years
- (B) after eighteen years
- (C) in the eighteenth year
- (D) throughout the eighteenth year

14. The first two sentences (Cum . . . dixit) tell us that
- (A) Antoninus arranged his own funeral before he died
  - (B) everyone celebrated Antoninus' funeral for eighteen days
  - (C) a god told the senate and people to celebrate Antoninus' funeral
  - (D) Antoninus was proclaimed a god by the senate and people

15. In line 5, suā refers to
- (A) deum (line 4)
  - (B) nēmō (line 4)
  - (C) eius (eius) (line 5)
  - (D) imāginem (line 5)

16. The third sentence (Mox . . . Penātēs) tells us that
- (A) Antoninus placed statues of the household gods in every home
  - (B) no one had a statue of Antoninus
  - (C) many statues of Antoninus replaced the household gods
  - (D) many houses had statues of Antoninus among the household gods

17. In line 9, praedixisse is translated
- (A) would predict
  - (B) had predicted
  - (C) predicts
  - (D) will have predicted

18. The last sentence (Neque . . . praedixisse) tells us that
- (A) people do not always believe their dreams
  - (B) Marcus Antoninus was believed to prophesy in dreams
  - (C) Marcus Antoninus believed in the truth of many dreams
  - (D) people predicted that many would believe their dreams

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



## Taking the SAT® II: Subject Tests

### Spanish and Spanish with Listening

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# Spanish and Spanish with Listening

one-hour subject tests

## SPECIAL INFORMATION

### Spanish Test with Listening

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

## PURPOSE

### Spanish Test

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

### Spanish Test with Listening

- measure the ability to understand written and spoken Spanish

## FORMAT

### Spanish Test

- 85 multiple-choice questions

### Spanish Test with Listening

- 20 minutes listening and 40 minutes reading
- 85 multiple-choice listening and reading questions

### Reading Section

Reading questions implicitly test vocabulary throughout the test, but some questions specifically test word meaning in the context of a sentence that reflects spoken or written language. Understanding of various parts of speech (nouns, verbs, adjectives, adverbs, etc.) and idiomatic expressions is tested. The reading section also asks:

**Structure Questions.** These questions ask you to identify usage that is both structurally correct and contextually appropriate. Other reading questions test vocabulary and grammatical usage in longer paragraphs.

**Reading Questions.** These questions are based on selections from prose fiction, historical works, newspaper and magazine articles, as well as advertisements, flyers, and letters. They test points such as main and supporting ideas, themes, style, tone, and the spatial and temporal settings of a passage.

### Listening Section

The listening section has three parts:

**Part A** questions ask you to identify the sentence that most accurately describes what is presented in a photograph or what someone in the photograph might say.

**Part B** questions test your ability to identify a plausible continuation of a short conversation.

**Part C** requires that you answer comprehension questions based on more extensive listening selections.

## 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 of study in high school or the equivalent (2 years for outstanding students)
- gradual development of competence in Spanish over a period of years

### Spanish 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

## SPANISH

Approximate  
% of Test

### Skills Measured

Vocabulary and structure	33
Paragraph completion	33
Reading comprehension	33

## SPANISH with LISTENING

Approximate  
% of Test

<b>Listening Section</b> (about 20 minutes/30 questions)	40
Pictures	
Rejoinders	
Selections	
<b>Reading Section</b> (40 minutes/about 55 questions)	60
Vocabulary and structure	
Paragraph completion	
Reading comprehension	

# Sample Reading Questions

There are three types of reading questions, grouped into separate parts. Each part accounts for approximately one-third of the total score. 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.

1. En Córdoba, uno de los grandes centros culturales de España, se ----- libros del hebreo y del árabe al latín.  
(A) mudaban (B) trasladaban  
(C) impresionaban (D) traducían
2. Los cubanos están muy orgullosos de ----- larga tradición folklórica.  
(A) suyos (B) sus (C) suya (D) su
3. Se sabe que la playa de Luquillo es muy popular porque la gente de San Juan la visita -----.  
(A) en resumidas cuentas (B) en punto  
(C) a medias (D) a menudo
4. Si ----- en el Brasil, hablaríamos portugués y no español.  
(A) vivamos (B) vivimos  
(C) vivíamos (D) viviéramos

## 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 passage. Then, for each numbered blank, choose the completion that is most appropriate given the context of the entire paragraph and fill in the corresponding oval on the answer sheet.

La máquina más infernal de hacer dinero se llama "Pedroso", un osito electrónico que (5) ha derramado sobre sus fabricantes beneficios superiores a los 100 millones de dólares en el (6) año. La (7) de Pedroso es que habla. Claro, no hay ningún misterio en la cinta sin fin y el grabador (8) en el interior del osito. Pero lo (9) novedoso es que (10) hablar su boca se mueve en sincronía con las palabras y sus ojos pestañean. El juguete (11) vende a precios que oscilan entre 60 y 80 dólares.

5. (A) todavía (B) nunca (C) ya (D) tampoco
6. (A) primero (B) primer  
(C) primo (D) primario
7. (A) oportunidad (B) mayoría  
(C) desventaja (D) particularidad
8. (A) ocultos (B) lejanos  
(C) cobrados (D) llenos
9. (A) verdaderamente (B) antiguamente  
(C) ansiosamente (D) perezosamente
10. (A) del (B) en (C) al (D) de
11. (A) se (B) le (C) lo (D) los

## PART C

**Directions:** Read the following texts carefully for comprehension. Each text 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.

Alcanzó la carretera central y pisó el acelerador. Se cruzó con varios camiones del ejército y con una ambulancia de la Cruz Roja. Sara hablaba incoherentemente a su lado.

—Pararemos en algún lugar. Un café nos hará bien.

En Santa Fe cayeron las primeras gotas. Álvaro las vio caer en los cristales como frutas maduras y, a los pocos segundos, el espacio se convirtió en una cortina de agua. Era la lluvia violenta del trópico acompañada de un viento colérico y del fuego brutal de los relámpagos. Los limpiacristales oscilaban inútilmente en abanico con un ruido sordo.

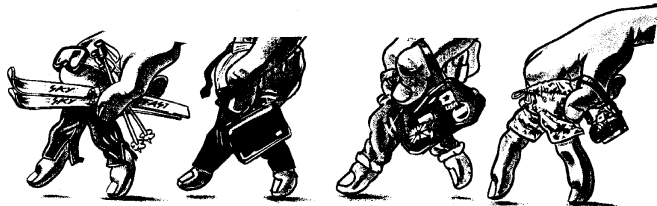
12. ¿Dónde se desarrolla esta narración?

- (A) En una casa (B) En un automóvil  
(C) En un café (D) En un cuartel

13. ¿Qué desea Álvaro?

- (A) Abrir la cortina (B) Comer una fruta  
(C) Tomar un café (D) Encender la luz

## La tranquilidad de sentirse bien atendido.



Cuando viaje por negocios, por ocio o por estudios, disfrute plenamente de la tranquilidad de viajar bien atendido con EUROPEA DE SEGUROS y despreocúpese de accidentes, asistencia médica, equipajes,

anulaciones, demoras, etc. Viaje tranquilo. EUROPEA pone a su disposición el seguro más amplio y más completo para cada tipo de viaje.



COMPAÑIA EUROPEA DE SEGUROS, S.A.

14. ¿Cuál de los siguientes beneficios ofrece esta compañía de seguros?

- (A) Reparación de autos  
(B) Ayuda financiera  
(C) Protección al viajar  
(D) Servicios de día y noche

15. ¿Qué característica se destaca más de la compañía anunciada?

- (A) Su precio  
(B) Su cortesía  
(C) Su rapidez  
(D) Su amplitud

## Sample Listening Questions

In addition to the types of reading questions discussed above, the Spanish Test with Listening has three types of *listening* questions that test your ability to understand spoken Spanish.

Please note that in the actual test, the listening section comes first.

### PART A

**Directions:** For each question in this part, you will hear four sentences designated (A), (B), (C), and (D). They will not be printed in your test booklet. As you listen, look at the picture in your test booklet 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 your answer sheet. You will hear the choices only once.

You see:

1.



You hear:

[Número 1  
(Woman)

- (A) Siempre quise ser florista.  
(B) Sólo hay una persona haciendo cola.  
(C) Las cebollas están baratas hoy.  
(D) Creo que está por aquí.]

(7 seconds)

## PART B

**Directions:** In this part of the test you will hear several short conversations or parts of conversations, followed by four choices designated (A), (B), (C), and (D). After you hear the four choices, choose the one that most logically continues or completes the conversation and mark your answer on your answer sheet. Neither the conversations nor the choices will be printed in your test book.

You hear:

[Número 2

- (Woman)** Ana es una ciclista excelente.  
**(Man)** (A) Yo tengo una camiseta nueva.  
(B) La mía es mucho mejor.  
(C) Y además, es muy simpática.  
(D) La motocicleta también es buena.]  
(7 seconds)

You hear:

[Número 3

- (Woman)** ¿Algo más, señor? Tenemos unas ofertas especiales hoy.  
**(Man)** No, gracias. ¿Puedo pagar con tarjeta de crédito?  
**(Woman)** (A) Claro que sí.  
(B) Salga usted ahora mismo.  
(C) No aceptamos monedas.  
(D) No, no tengo cambio.]  
(7 seconds)

## PART C

**Directions:** You will now hear a series of selections. For each selection, you will see printed in your test booklet one or more questions with four possible answers. They will not be spoken. Select the best answer to each question from among the four choices printed and fill in the corresponding oval on your answer sheet. You will have twelve seconds to answer each question.

You hear:

[Selección número 1

- (Narrator)** Escuchen esta conversación en la taquilla del Teatro Colón.  
**(Man)** Buenas tardes, señorita. ¿Todavía hay entradas para el programa del sábado? Necesito dos.  
**(Woman)** No, ya no quedan.  
**(Man)** Entonces, ¿para el domingo?  
**(Woman)** Ah, sí, para el domingo sí hay.  
**(Man)** ¿Es el mismo programa?  
**(Woman)** No, es diferente; es un concierto de música clásica.  
**(Man)** Entonces, deme dos entradas, por favor.  
**(Narrator)** Ahora contesten las preguntas 4 y 5.]  
(24 seconds)

You read:

Selección número 1

4. ¿Para cuándo quedan entradas?  
(A) Para la tarde.  
(B) Para el sábado.  
(C) Para el domingo.  
(D) Para la próxima semana.
5. ¿Qué programa presentan el domingo?  
(A) Una comedia.  
(B) Una ópera.  
(C) Un concierto.  
(D) Un ballet.

You hear:

[Selección número 2

- (Narrator)** Y ahora, el pronóstico del tiempo.  
**(Man)** Para mañana se anuncian fuertes aguaceros en la zona de la costa. Posibilidad de inundaciones en algunas áreas. Temperatura máxima de 25 grados centígrados. Leve mejora a partir del sábado.  
**(Narrator)** Ahora contesten la pregunta 6.]  
(12 seconds)

You read:

Selección número 2

6. ¿Qué se anuncia para el día siguiente?  
(A) Sol.  
(B) Lluvia.  
(C) Viento.  
(D) Frío.

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

### Listening Questions

- |          |          |          |
|----------|----------|----------|
| 1. D (2) | 3. A (3) | 5. C (2) |
| 2. C (3) | 4. C (2) | 6. B (4) |



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### ELPT (English Language Proficiency Test)

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# ELPT (English Language Proficiency Test)

one-hour subject test

## SPECIAL INFORMATION

- offered at many test centers in November and January
- offered at participating high schools in April. (This test includes additional questions that are not scored. To take this test, tell your counselor or English-as-a-Second-Language teacher by February and complete the special registration form. The test fee is \$15.)
- You must bring an acceptable cassette player with earphones to take the test. See page 5.

## PURPOSE

- measure understanding of spoken and written standard American English and the ability to use it in the classroom and in daily life with less emphasis on grammar and usage than might be found on other English language tests

### Test Design

ELPT is for students who attend American high schools and:

- who are *not* native speakers of English and have completed two to four years of English language instruction in an English-as-a-Second-Language program or in English enrichment courses and/or
- whose best language is not English and/or who usually speak a language other than English at home or at work

## FORMAT

- 84 multiple-choice questions and three test sections:
  - Listening.** The two listening sections total about 30 minutes. The first type of question (rejoinders) tests the ability to identify an appropriate continuation of a short conversation. Answers to the second type of question are based on short dialogues, narratives, and announcements.
  - Reading Comprehension.** This 30-minute section includes questions that examine the ability to read prose passages from published materials as well as from sources such as advertisements, timetables, street signs, forms, and tickets.

## RECOMMENDED PREPARATION

- 2-4 years of English language instruction in an American high school or the equivalent
- a practice cassette with sample questions is available from your school counselor

## SCORE

Numerical scores and proficiency ratings are reported:

- Total score: 901-to-999 scale
- Reading and listening subscores: 1-to-50 scale
- Proficiency ratings: see page 78 for reading and listening proficiency ratings

## ELPT

Approximate  
% of Test

### SECTION OF TEST

Listening: Rejoinders (about 10 minutes)	17
Reading: Realia and Prose (30 minutes)	50
Listening: Narratives and Dialogues (about 20 minutes)	33

## Sample Listening Questions

These are sample questions for the listening parts of the ELPT. Throughout the test, the listening material will only be spoken once. Therefore, it is important that you listen carefully to what is being said. Now listen to the directions for Part A. 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 short conversations or parts of conversations. You will then hear four responses, designated (A), (B), (C), and (D). After you hear the four responses, choose the one that most logically continues or completes the conversation and mark your answer on your answer sheet. You will hear the conversation and responses only once. They will not be printed in your text book. Now listen to the following example.

You will hear:

[(Woman) Excuse me, where could I buy a newspaper around here?]

You will also hear:

- [(Man)
- (A) That's okay, but please don't do it again.
  - (B) There's a new one just around the corner.
  - (C) They sell them at the drugstore across the street.
  - (D) That isn't a very good excuse!]
- (7 seconds)

The choice that most logically continues the conversation is (C), "They sell them at the drugstore across the street." Therefore, the correct answer to this example is (C). Now the test will begin. Be ready to answer question 1.

1. You hear:

- [(Narrator:)] Question number 1.  
(Woman A:) There simply aren't enough hours in the day!  
(Woman B:) I know! The other day I came in an hour early and the phone was ringing before I could even get my coat off.  
(Woman A:) How could things have gotten so out of hand?  
(Woman B:) (A) I don't know, but somehow it has to stop!  
(B) Well, whoever it was had hung up.  
(C) I don't know, but I'm always dropping things, too.  
(D) Well, it didn't stop raining until late afternoon.]

(7 seconds)

2. You hear:

- [(Narrator:)] Question number 2.  
(Woman:)] I've heard there is a wonderful exhibit at the Museum of Modern Art. Shall we go there?  
(Man:)] Yes, I have a free afternoon. Let's plan on it.  
(Woman:)] Okay. Where shall we meet?  
(Man:)] (A) I'll be in the lobby at noon to pick you up.  
(B) I don't think the plan has been approved yet.  
(C) It seems like we've met before someplace.  
(D) I heard that exhibit closed last week.]

(7 seconds)

## PART C

**Directions:** You will now hear a series of selections, such as dialogues, announcements, news reports, narratives, etc. You will hear each one only once. Therefore, you must listen very carefully. For each selection, you will see printed in your test booklet one or more questions with four possible answers. They will not be spoken. Choose the **BEST** answer to each question from among the four choices printed and fill in the corresponding oval on your answer sheet. You will have 12 seconds to answer each question. There will be no example for this part. Now listen to the first selection.

## Questions 3–4

You hear:

- [(Narrator:)] Questions 3 and 4. A teacher is offering her class some choices.  
(Woman:)] Class, we only have three more weeks before the end of the semester.  
(Man A:)] Will there be a final exam?  
(Woman:)] You can either do a summary project or take a three-hour essay exam. Each is worth one-third of your final grade.  
(Man B:)] Only three weeks for a summary project? That doesn't seem fair!  
(Woman:)] It's up to you, but you need to let me know by the end of the week.  
(Man A:)] When will the exam be?  
(Woman:)] The morning of June third, for those of you who decide to go that way.  
(Narrator:)] Now answer questions 3 and 4.]

(24 seconds)

You read in your test booklet:

3. What is the discussion about?  
(A) Completion of the course  
(B) The next semester  
(C) A summer project  
(D) Essay questions
4. What seems to be the students' concern?  
(A) Graduating early  
(B) Arriving late  
(C) Deadlines  
(D) Grades

## Questions 5–8

You hear:

- [(Narrator:)] Questions 5 through 8. Listen to the following conversation.  
(Woman A:)] (upset) I just found out that one of the most widely circulated and respected daily newspapers in the world is written at an eighth-grade reading level. I find that hard to believe.  
(Man A:)] (breezy) Well, think about it. If it's distributed throughout the world, many of its readers are not strong in English.  
(Woman A:)] That may be so, although we could probably talk a long time about how much more sophisticated readers are when they have a second language working for them. The fact is that this paper is published in the States for an

adult American audience. Very sophisticated people insist on reading it every morning to get them ready for high-powered business days. Surely they expect sophisticated reporting and high-level language.

- (Man A:)** Maybe your problem is that you underestimate the maturity of eighth graders.
- (Woman A:)** Please! I wish that were true, but I'm more inclined to think that the information I got wasn't the full story. Maybe just the ads are written for eighth graders.
- (Man A:)** (agreeing) Right!
- (Narrator:)** Now answer questions 5, 6, 7, and 8.]  
(48 seconds)

5. What catches the woman's attention about the newspaper?
- (A) Its cost  
(B) Its distribution  
(C) Its language  
(D) Its readership
6. How does the woman feel about foreign readership of an English-language newspaper?
- (A) It is an advantage to know a second language.  
(B) The English language may present an added difficulty.  
(C) The publication should be available in several languages.  
(D) Those readers need to rely on local newspapers.
7. How do the two people react to the topic of conversation?
- (A) Neither cares greatly.  
(B) Neither agrees with the other.  
(C) Both are interested in the topic.  
(D) Both are upset.
8. How does the conversation end?
- (A) The man finds a way to agree.  
(B) The man agrees to pursue the topic.  
(C) The two people decide to ask someone else.  
(D) The two people are both disappointed.

## Question 9

You hear:

- [(Narrator:)]** Question number 9. Listen to the following safety information.
- (Man B:)** When you hear this sound [sound of fire alarm], you should proceed immediately to the nearest exit door, clearly identified by a brightly lit sign. If you are above the first floor, move quickly down the stairs and out to a designated area in the parking lot. Do not open any door without feeling it first. If it feels hot, find another door. Do not take any elevator. Obey all instructions of security personnel. This message is in compliance with corporate safety regulations.
- (Narrator:)** Now answer question 9.]  
(12 seconds)

9. This message is especially important in the case of a
- (A) robbery  
(B) severe thunderstorm  
(C) power failure  
(D) fire

# Sample Reading Questions

## PART B

**Directions:** Read the following passages carefully. Each passage is followed by one or more 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.

**Questions 10–12** are based on this reminiscence by a Canadian professor of genetics.

My father was the greatest inspiration and role model for me. It began right from my earliest memories of camping and fishing. My father was never interested in material success, and he was regarded as a bit of a dreamer by his father. But he certainly inspired my great love of nature. When I was about nine, my mother made me a butterfly net and I started an insect collection, a big hobby of mine for years and years. But my love of nature came from fishing and I wanted to be an ichthyologist, a biologist who studies fish.

I met a man from the Royal Ontario Museum who was one of the great naturalists on staff there. He told me, "Look, this is a great hobby to have, but don't go into it to make a living." I often think about him. Here was a man who had what I thought was one of the greatest jobs in the world, a curator in a museum, and he was discouraging me, advising me instead to go into medicine or something to make a living. That was very sad. I always tell young people to go where their heart leads because they'll be doing it for a long time. When I went to college I was basically a pre-med, but in my third year I took genetics because all honors students had to. Once I encountered genetics as an incredibly precise, elegant way of looking at the world, I fell madly in love with it.

10. The passage is mainly about:

- (A) fishing
- (B) family relationships
- (C) career choices
- (D) nature museums

11. How did the author react to the museum naturalist's advice?

- (A) He thought the naturalist was joking.
- (B) He was disappointed because it was poor advice.
- (C) He thought it did not take economic reality into account.
- (D) He resolved to share it with his own students.

12. What does the author think of hobbies?

- (A) Hobbies are for children, not adults.
- (B) Hobbies can be very meaningful.
- (C) People should limit themselves to one hobby.
- (D) Scientists need hobbies in order to relax.

**Questions 13–14**

This is an exhibit you don't want to miss!

<p>ient Nu- has mor red flass. of course. he Animal ludes sev- s to intri- more than ultres. g Paintings China in rough Sun d Saturday</p>	<p>monkey with pierced ears, thanatological displays, like the sarcophagus and mummy of Thothirdes (Open Wednesdays through Sundays, 10 to 5) <b>COOPER-HEWITT MUSEUM</b>, Fifth Ave. at 91st St. —“Fancy Fronts: Men’s Waistcoats from the Eighteenth Century. Through Feb. 13. (Open Tuesdays, 10 to 9, with no admission charge after 5; Wednesdays through Saturdays, 10 to 5; Sundays, noon to 5.) <b>JEWISH MUSEUM</b>, Fifth Ave. at 92nd St.—A permanent exhibition, called “Culture and Continuity.” that ex</p>	<p>(CD3, 70 <b>GILBERT AND</b> to their usua of the arti every panel tinue to use different sh clanstrophol night-blue placed then positively &amp; facial featur</p>
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13. The current exhibit at the Cooper-Hewitt Museum features

- (A) architectural designs
- (B) an author's manuscripts
- (C) historical clothing
- (D) primitive tools

14. When would be a good time to visit the museum if you wanted to save money?

- (A) Monday at 6:00
- (B) Tuesday at 7:00
- (C) Thursday at 5:00
- (D) Saturday at 10:00

**Question 15**

This is good information for someone in the job market.

When job hunting, remember that presentation is very important. Dress nicely but conservatively. Take a prepared résumé with you so that you can fill in any application forms right on the spot. Be courteous to the person who assists you, and don't forget to smile.

15. You need this information in order to

- (A) decide whether to accept a job offer
- (B) do well at a job interview
- (C) find out if you are qualified for a job
- (D) write an effective résumé

## ELPT Proficiency Descriptors

READING	RATINGS	LISTENING
<p>Able to understand texts which are abstract and complex, such as technical reports, as well as texts that treat unfamiliar topics and situations. Able to comprehend facts and make appropriate inferences as well as understand aspects of the target language culture. There is an emerging awareness of the aesthetic properties of language and of its literary styles. There may be some misunderstanding of highly colloquial or technical language.</p>	<p><b>H</b> Advanced High or higher</p>	<p>Able to understand the main ideas and supporting information of most speech in standard dialect, but may not be able to sustain comprehension of complex discourse dealing with unfamiliar or abstract topics, such as technical and academic reports and philosophical discussions. Listener shows an emerging to fully competent awareness of culturally implied meanings.</p>
<p>Able to read prose that is several paragraphs in length, containing predominantly familiar sentence patterns that may refer to a variety of time frames. Can interpret the main ideas and facts and misses some details. Reading materials include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal letters, routine business correspondence, and simple technical texts written for the general reader.</p>	<p><b>A</b> Advanced</p>	<p>Able to understand main ideas and most details on a variety of topics beyond the immediate situation. Comprehension may be uneven. Text types include descriptions and narrations in different time frames, interviews, short lectures on familiar topics, news items and factual reports. Listener may not be able to follow completely the sequence of ideas.</p>
<p>Able to read simple connected texts with consistently full understanding when they deal with basic personal and social needs about which the reader has interest and/or knowledge. Reading materials include descriptions and narrations, social correspondence, and simple academic texts. Basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical terms.</p>	<p><b>+</b> Intermediate High</p>	<p>Able to sustain understanding over longer stretches of discourse on a number of topics pertaining to different times and places. Comprehension is inconsistent due to failure to grasp all main ideas and/or details. Text types include interviews, short lectures, news items, and reports dealing with familiar topics, but comprehension is less in quantity and poorer in quality than for the Advanced listener.</p>
<p>Able to understand main ideas and some facts from the simplest connected texts dealing with personal and social needs. Texts have a clear underlying internal structure. Reading materials include messages, public announcements and instructions intended for a wide audience, and short descriptions of persons, places, and things. Some misunderstanding will occur.</p>	<p><b>I</b> Intermediate</p>	<p>Able to understand sentence-length utterances in limited content areas (basic personal background and needs, social conventions, and routine tasks such as getting meals, receiving simple instructions and directions, lodging, transportation, shopping, personal interests and activities). Text types include face-to-face conversations, telephone messages, simple announcements and reports over the media, etc. Understanding is uneven; comprehension breaks down in longer discourse.</p>
<p>Able to interpret some written language in areas of practical needs. Can identify isolated words, phrases, or expressions, such as some items on menus, schedules, signs, etc. when they are highly contextualized. At times, may be able to derive meaning from materials at a slightly higher level where context and/or background knowledge are supportive. Misunderstandings are frequent.</p>	<p><b>L</b> Below Intermediate</p>	<p>Able to understand isolated words, and short, learned phrases reflecting social conventions, simple questions, statements and commands that refer to personal information and/or the immediate physical setting. May understand some main ideas of simple discourse.</p>

### ANSWERS

The proficiency level for each question is at the right of the answer. Each question is rated on the level of skill it seeks to measure: intermediate, advanced, or superior.

#### *Listening Questions*

- |                          |                      |
|--------------------------|----------------------|
| 1. <b>A</b> Advanced     | 4. <b>C</b> Advanced |
| 2. <b>A</b> Intermediate | 5. <b>C</b> Superior |
| 3. <b>A</b> Advanced     | 6. <b>A</b> Superior |

#### *Reading Questions*

- |                          |                       |                           |
|--------------------------|-----------------------|---------------------------|
| 7. <b>C</b> Superior     | 10. <b>C</b> Advanced | 13. <b>C</b> Advanced     |
| 8. <b>A</b> Advanced     | 11. <b>B</b> Advanced | 14. <b>B</b> Intermediate |
| 9. <b>D</b> Intermediate | 12. <b>B</b> Superior | 15. <b>B</b> Intermediate |