

Copyright © 2016 by iTEP International

All rights reserved.

Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written consent of the publisher.

iTEP International would like to thank Sharyn Moore, Tali Klein-Neveu, Robert Otey and Lee Rabideau for their insightful, creative contributions to this Official Guide.

All inquiries should be addressed to:
iTEP International
T: 818.887.3888
https://www.iTEPexam.com

Welcome to iTEP!

The iTEP, or **International Test of English Proficiency**, is the best way to assess the English skills of non-native speakers. This test is specially designed to measure how well a person will be able to speak and write English as required to study and work in English-speaking countries. With this Official iTEP Preparation Guide, you are holding in your hand the best key to **advancing your English skills** and opening doors to your academic and professional career. The developers of the iTEP tests, iTEP International have seen firsthand how learning to speak and apply English language skills opens doors to new experiences and opportunities ranging from studying abroad to doing business overseas English language proficiency is a great skill to have in a changing world.

Get the most out of this Official Guide!

This Official iTEP Preparation Guide is a **step-by-step guide** for helping you prepare for the iTEP tests while improving your English language skills. Using this Official Guide, you will become familiar with all of the English language skills that are assessed on the iTEP tests. The basic English language skills of **Grammar, Listening, Reading, Writing, and Speaking** are presented and tested by using various real-world situations in which the English language is used. This Official Guide uses examples and selections from all types of **iTEP tests**, and is a useful tool when preparing for **iTEP Academic, iTEP SLATE, iTEP Business,** or any of our other customized or special purpose exams.

Copyright © 2016 iTEP International, LLC.

Table of Contents

What is iTEP?..... Page **3**
What is Tested on the iTEP Test? ..... Page **3**
What to Expect on Diagnostic Test #1 ..... Page **5**
How to Take the Diagnostic Test & Diagnostic Test #1 .....Page **10**

I. SKILL DEVELOPMENT AND PRACTICE EXERCISES
Grammar Skill Development and Exercises ..... Page **18**
Grammar - Practice Exercises Part 1 .....Page **37**
Grammar - Practice Exercises Part 2 .....Page **41**
Grammar - General Skill Development and Take-Aways ..... Page **45**

Listening Skill Development and Exercises .....Page **45**
Listening - Practice Exercises Part 1 ..... Page **53**
Listening - Practice Exercises Part 2 ..... Page **57**
Listening - Practice Exercises Part 3..... Page **60**
Listening - General Skill Development and Take-Aways..... Page **62**

Reading Skill Development and Exercises .....Page **63**
Reading - Practice Exercises Part 1 .....Page **77**
Reading - Practice Exercises Part 2 .....Page **87**
Reading - General Skill Development and Take-Aways ..... Page **89**

Writing Skill Development and Exercises .....Page **90**
Writing - Practice Exercises Part 1 ..... Page **94**
Writing - Practice Exercises Part 2 ..... Page **99**
Writing - General Skill Development and Take-Aways .....Page **100**

Speaking Skill Development and Exercises .....Page **101**
Speaking - Practice Exercises Part 1 .....Page **106**
Speaking - Practice Exercises Part 2 .....Page **111**
Speaking - General Skill Development and Take-Aways ..... Page **112**

II. DIAGNOSTIC TEST #2: A Comparison Tool ..... Page **114**
III. FINAL REVIEW ..... Page **114**
IV. APPENDIX A – Score Report ..... Page **117**
V. APPENDIX B – Answer Keys.....Page **120**
VI. APPENDIX C – Registration Section .....Page **122**
VII. APPENDIX D – FAQ (Frequently Asked Questions) .....Page **124**
VIII. APPENDIX E – Suggested Preparation Course Outlines .....Page **125**
IX. APPENDIX F – Sample Diagnostic Report ..... Page **131**
X. APPENDIX G – Listening Section Scripts .....Page **132**

Copyright © 2016 iTEP International, LLC.

What is iTEP?

The International Test of English Proficiency, iTEP, is an innovative, Internet-based English assessment tool developed by iTEP International. The primary function of iTEP is to **assess the English language proficiency of learners of English as a Second Language**. Academic institutions all over the world use iTEP. Major colleges, universities, high schools, and other leading academic institutions use iTEP scores for admission, placement, course progress assessments, and eligibility for scholarship and exchange programs.
Businesses ranging in size from emerging start-ups to multinational corporations use iTEP to gauge the English fluency and comprehension of potential hires.
Also, government agencies and other organizations use iTEP scores to determine employment and promotion decisions.
The test's scores are valuable tools for businesses and schools to determine the **English language proficiency** of prospective applicants.

What is tested on the iTEP Test?

The iTEP tests are proficiency tests, strictly made to **measure your ability** to speak, write, read, and generally comprehend words and concepts expressed in English. iTEP does not test any knowledge in any particular subject, so it does not favor any one student over another. The subjects may range from music to science to technology, but the topics are narrowly tailored enough to test each student fairly.

What are the different iTEP Tests? Which one should I take?

iTEP ACADEMIC – If you are a student considering applying to universities in the United States or in other English-speaking countries, you want to prepare for the iTEP Academic test, which is designed for colleges, universities, and Intensive English Programs.

iTEP BUSINESS – If you are considering a career overseas or work for a company that does business in English-speaking countries and would like to be more fluent in English, then you should prepare for the iTEP Business test, designed for the corporate world. This test features content, settings, and vocabulary applicable in the world of business, commerce, and industry.

Copyright © 2016 iTEP International, LLC.

iTEP SLATE – If you are a younger student, still a few years from applying to universities, then the SLATE (Secondary Level Assessment Test of English) test for early high school students and young learners is the test that you need. This test features age-appropriate content, settings, and vocabulary.

Your Official iTEP Study Plan

This Official iTEP Preparation Guide is a comprehensive plan designed by iTEP International, the makers of the iTEP tests, and is the only official guide created to help you prepare for your iTEP test. This plan uses material developed by the test-makers themselves, and is your **best resource** for material that will challenge you and **prepare you** for the iTEP test.

Follow this plan and you are sure to **improve your English language skills** and your iTEP score:

Your Study Plan begins with a brief preparation for **Diagnostic Test #1** and will finish with an **Analysis of Diagnostic Test #2.** In between, you will practice with drills provided in this book to help you prepare for your official iTEP test. The study plan includes the following:

1. An overview of the iTEP format - What to expect on Diagnostic Test #1
2. An online link for Diagnostic Test #1 (send the receipt for the purchase of this prep guide to **prepguide@itepinternational.com** to receive the test ID and password for Diagnostic Test #1)
3. How to retrieve and understand your Diagnostic Test #1 results. How to begin your intensive preparation - study skills for each phase of the iTEP
4. An online link for Diagnostic Test #2 (send the receipt for the purchase of this prep guide to **prepguide@itepinternational.com** to receive the test ID and password for Diagnostic Test #1)
5. Score Sheet Analysis for Diagnostic Test #2
6. Extra preparation in specific areas as needed
7. Take the iTEP Test!
8. Move on to your future!

Are you ready to begin? Let's get started!

Copyright © 2016 iTEP International, LLC.

What to expect on Diagnostic Test #1

Before you jump into your first Diagnostic Test, let's find out what you can expect. The first section will be **Grammar**, you will see this screen:



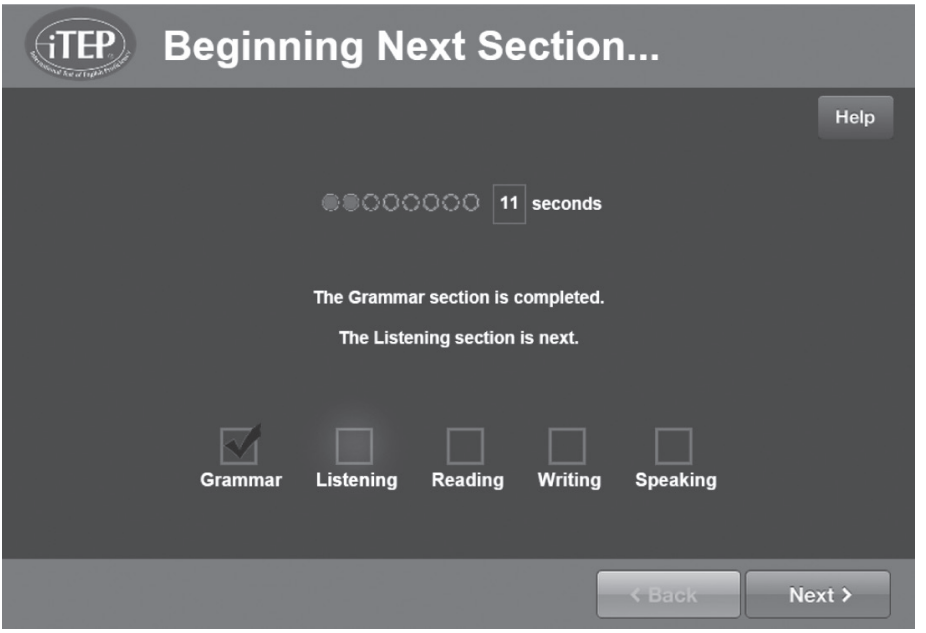
NOTE: The 'Help' button that appears in the upper right corner of the screen allows another look at the directions for any section at any time during the exam.

GRAMMAR SECTION – Two Parts (10 minutes)

Grammar Part 1 - 13 multiple-choice and fill-in-the-blank questions
Grammar Part 2 - 12 error-identification multiple-choice questions

Copyright © 2016 iTEP International, LLC.

Once you complete the **Grammar Section**, you will transition to the next section, **Listening**:



LISTENING SECTION – Three Parts (20 Minutes)

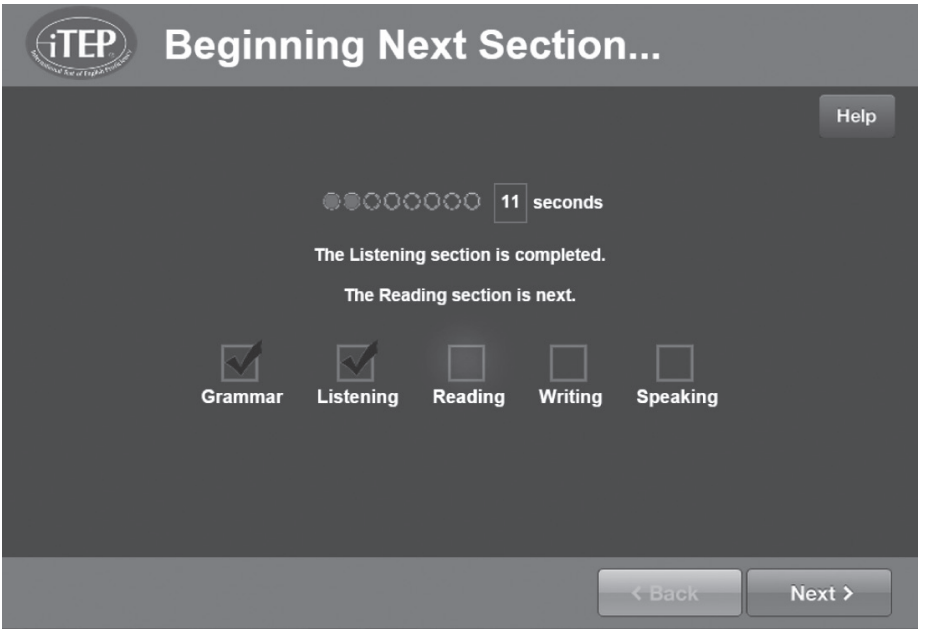
Listening Part 1 - four brief conversations, each followed by one multiple-choice question

Listening Part 2 - one three-minute conversation followed by four multiple-choice questions

Listening Part 3 - one four-minute lecture followed by six multiple-choice questions

Copyright © 2016 iTEP International, LLC.

Once you complete the **Listening Section**, you will transition to the next section, **Reading:**



READING SECTION – Two Reading Passages (20 Minutes)

Reading Part 1 - The reading passage consists of approximately 250 words and contains four multiple-choice questions.

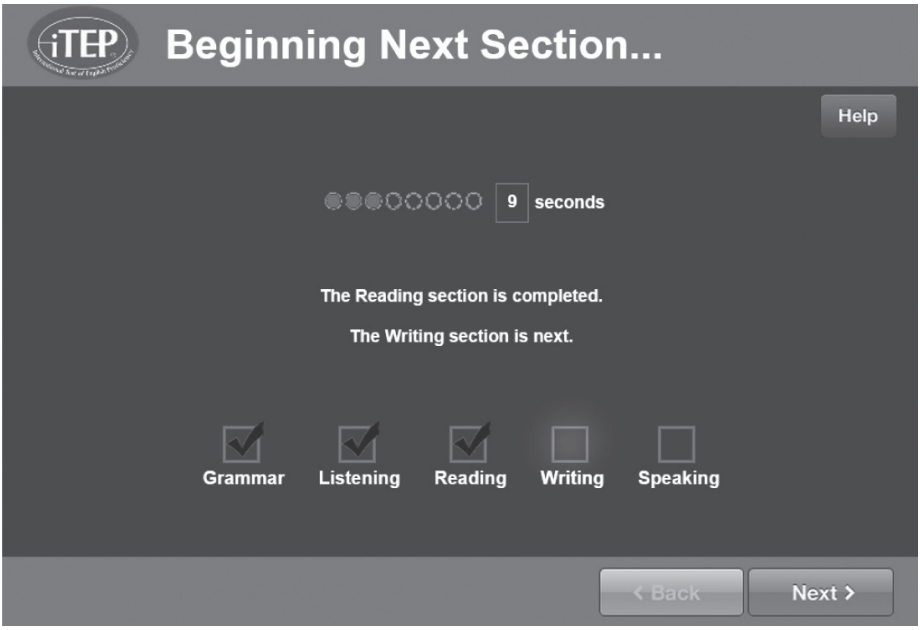
Reading Part 2 - The reading passage consists of approximately 400 words and contains six multiple-choice questions.

You will be asked a series of questions based on two Reading passages. The questions are multiple-choice and there is no penalty for wrong answers, so be sure to answer all of the questions!

NOTE: iTEP SLATE has an additional Reading Part 3

Copyright © 2016 iTEP International, LLC.

Once you complete the **Reading Section**, you will transition to the next section, **Writing:**



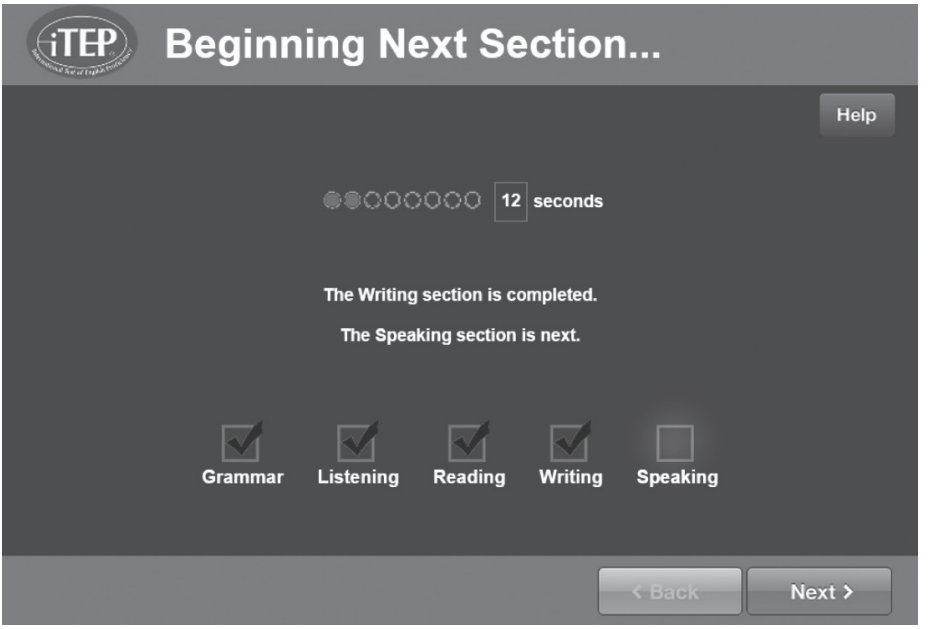
WRITING SECTION – Two Parts (25 Minutes)

Writing Part 1 - Write a note of 50-75 words in response to a given topic. You will be allowed 5 minutes to write your response.

Writing Part 2 - Compose an opinion of 200-250 words in response to a given topic. You will be allowed 20 minutes to write your response.

Copyright © 2016 iTEP International, LLC.

Once you complete the **Writing Section**, you will transition to the next and final section, **Speaking:**



SPEAKING SECTION – Two Parts (5 minutes)

Before the two graded parts of the Speaking Section begin, there will be a brief warm-up section where you will answer a series of short questions. These short responses between 6-20 seconds in length are not graded and do not count towards your Speaking score.

Speaking Part 1 - Listen to read a brief question, then respond. You will be allowed 30 seconds to prepare your response before you may begin to speak.

Speaking Part 2 - Listen to two sides of a topic, prepare and then deliver a vocal response. You will be allowed 45 seconds to prepare your response before you begin to speak.

END of TEST

Now that you have an idea of the format,
let's move on to Diagnostic Test #1...

Copyright © 2016 iTEP International, LLC.

How to Take the Diagnostic Test

Two Diagnostic Tests are part of each Official iTEP Preparation Guide. The purpose of **Diagnostic Test #1** is to determine the test-taker's **true level of proficiency** in English language communication. Any confusion about the test directions, discomfort with technology, or unfamiliarity with test format or content can be prevented by becoming familiar with iTEP through **Diagnostic Test #1.**

Before taking Diagnostic Test #1, the test-taker should:

- Review the description of the test and the examination experience in this section of the guide.
- Make sure that the computer equipment is adequate and that you are comfortable using the computer and the headphones.

When you are ready to take the test:

- Use the full 90 minutes of uninterrupted time at a comfortable location where you will not be disturbed.
- Put away phones and other distractions.
- Make sure you have a pen or pencil and a sheet of paper for taking notes during the Listening and Speaking sections.
- Click on (or type in) the link to the test below.
- Follow the procedures for login, registration, and technical assessment at the beginning of the test.
- Follow the directions for each section and subsection of the test.
- After completion of the final section (Speaking), you will see an 'End of Test' screen, which tells you to wait for further directions from the iTEP Administrator. You can close and exit the test at this point.
- Answer all questions to the best of your ability. There is no penalty for a wrong answer.
- Each question is worth the same number of points. Do not waste time on difficult questions. Use the process of elimination, and then guess among the remaining choices.
- The 'Help' button allows another look at the directions at any point during the test. But remember that the timer will be counting during this time.
- Above all, stay calm. Do your best.

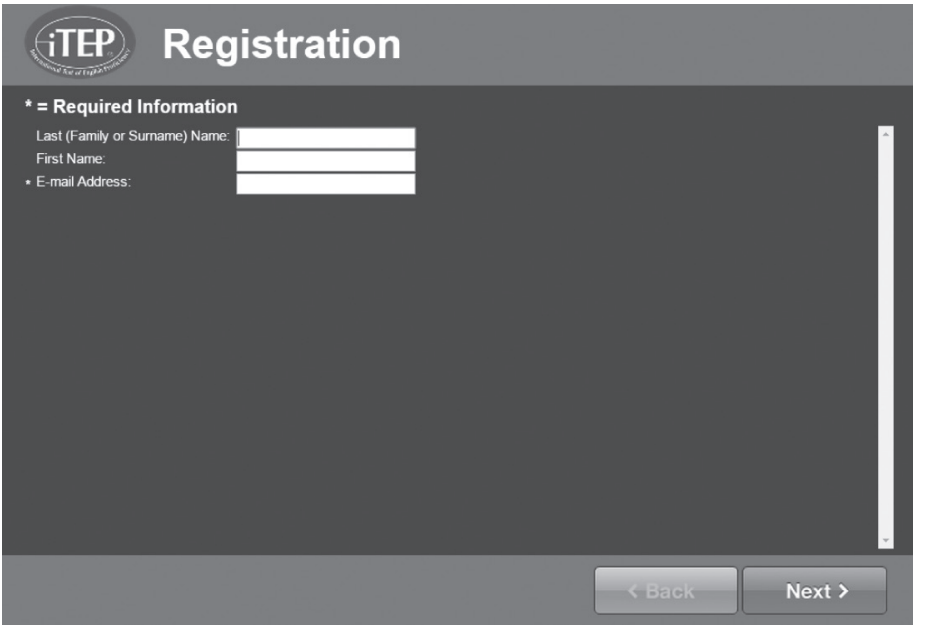
NOTE: For additional tips and information regarding what to expect when taking iTEP at an Official Test Center, go to Section III: Final Review (pages 115-117).

Copyright © 2016 iTEP International, LLC.

Here is the link for Diagnostic Test #1: **https://www.besexam.com/test**

To receive the test ID and password for Diagnostic Test #1, send the receipt for the purchase of this prep guide to **prepguide@itepinternational.com.**

NOTE: When you enter the link above, you will go through a technical checklist, to make sure all equipment is functioning properly. Then you will be asked to enter your name and email address to receive the results. On the actual iTEP exam administered at an iTEP Test Center you will be required to provide many more details in the Registration Section (see Appendix C to review all the information that will be asked). In some situations you will be able to **'Pre-register'** and fill in the Registration Section before the day of the test.



Review your Diagnostic Test #1 Results

Well done! You've successfully completed the first stage of your iTEP preparation. Way to go! If this were an official iTEP test you could expect to receive a full Detailed Score Report within 5 days. To see an example of the Official iTEP Score Report, please see Appendix A.

Copyright © 2016 iTEP International, LLC.

For now, having just completed your first Diagnostic Test, you will receive an email with a link to your Diagnostic Test Score.

This email will contain a link that will connect you to your personalized Diagnostic Report, containing your score breakdown for the first three multiple-choice sections on the test - **Grammar, Listening and Reading.**

(See Appendix F for an example of the Diagnostic Report)

All scores are given on a 0-6 Scale, with a score of '6' representing the top score. For each of the three sections listed above, your raw scores—the number you answered correctly and the number you answered incorrectly—have been computed and converted into a number on the 0-6 scale.

Copyright © 2016 iTEP International, LLC.

What do my scores mean?

To get a better idea of what the numbers on the scale represent, you can consult the following description:



Level 6 - Mastery - Perfect or near-perfect score on all aspects of Grammar tested on iTEP.

Level 5 - Advanced – Score in top 10th percentile on iTEP Grammar, showing strong ability but still showing room for slight improvement.

Level 4 - Upper Intermediate – Demonstrates an effective grasp of fundamental grammar concepts, but with room for improvement in more advanced aspects such as idioms and complex sentence construction.

Level 3 - Intermediate – Understands and uses basic grammatical structures such as subject/verb agreement and proper verb tense, but requires substantial improvement in other essential grammar rules.

Level 2 - Elementary – Shows only the most basic understanding of grammar, lacking familiarity with grammatical structures necessary for the communication of complex ideas.

Level 1 - Beginner - Has a very limited grasp of grammar rules and construction; unprepared to manage a sentence of two or more phrases; demonstrates a need for further study of verb agreement and other fundamental grammatical rules.



Level 6 - Mastery - Comprehends virtually all expressions, words and details expressed by the Speaker.

Level 5 - Advanced – Grasps the main idea and most supporting details from academic lectures and similar topics; may be challenged by less common expressions and idioms.

Level 4 - Upper Intermediate – Has an adequate grasp of the main idea but may lack some understanding of specific details. May occasionally request for additional clarification or repetition of certain expressions.

Copyright © 2016 iTEP International, LLC.

Level 3 - Intermediate – Grasps the essential outline of subjects in conversational or lecture context, but is unfamiliar with advanced construction of idioms and vocabulary.

Level 2 - Elementary – Grasps key ideas only when spoken slowly; loses track of details and supporting concepts in lectures and conversations; lacks understanding of advanced vocabulary, expressions and phrases.

Level 1 - Beginner - Understands only simple, basic statements; has a very limited grasp of vocabulary beyond a basic level.



READING

Level 6 - Mastery - Understands nearly all aspects of a variety of material; understands both idioms and the meanings of virtually all words and expressions; reads at the same pace as a native speaker.

Level 5 - Advanced – Has strong comprehension of the main idea and most expressions and terms; may require a dictionary for explanation of certain terms or idioms;

Level 4 - Upper Intermediate – Has an adequate grasp of the main idea but may not wholly understand the significance of each detail; lacks the ability to grasp certain abstract concepts expressed in English; reads at a slower rate than native speaker.

Level 3 - Intermediate – Has a limited understanding of the main idea; lacks a sufficient, nuanced approach to comprehending supporting details; has a limited grasp of vocabulary and idioms.

Level 2 - Elementary – Has a limited, simplified understanding of material; may follow only limited, basic grammatical construction and not follow complex sentences; reads at an elementary pace, requiring re-reading for certain phrases and words.

Level 1 - Beginner - Understands only highly simplified phrases a very limited grasp of any common expressions or idioms; has an incomplete understanding of basic vocabulary and sentence construction.

Of course, in addition to the Grammar, Listening, and Reading Sections there are two additional sections: Writing and Speaking. As the test-taker of the Diagnostic Test, you will be responsible for evaluating your own performance on these two sections, using the instructions that we provide. Please see our Guide to Self-Scoring on the following page.

Copyright © 2016 iTEP International, LLC.

Guide to Self-Scoring your Writing and Speaking submissions:



You should give yourself **a score of zero (0)** on Writing if you respond with little or no answer to the prompt. If your response contains less than one complete sentence that is clearly an attempt to answer the question, you should receive a zero. To score higher than zero, make sure you write a response to the prompt.

A score of one (1) - If you write a response that contains multiple fundamental errors that significantly obscure the meaning or intent of your response, then you should give yourself a score of (1). To score higher than a (1), make sure you write an appropriate response that can be understood.

A score of two (2) - If you compose a response that clearly attempts to address the topic but only manage to do so with the most basic grammatical construction, then you should give yourself a score of (2). To score higher than a (2), make sure to answer the question clearly and use appropriate vocabulary and sentence construction that supports the communication of advanced ideas.

A score of three (3) - To give yourself a score of (3), you must submit a response that not only uses correct grammar in appropriately responding to the topic, but you must also employ more advanced sentence construction, such as use of clauses and conjunctions to help contrast or support the points contained in your sentences. To score higher than a (3), make sure you answer the prompt clearly, avoid major grammatical errors, use appropriate grammar and vocabulary, and connect your supporting ideas using conjunctions and complex clauses in your sentences.

A score of four (4) - To give yourself a score of (4) you must not only use conjunctions and complex constructions correctly to support your response, but also use more advanced vocabulary to more specifically support your assertions. Though you may make occasional errors in your use of idioms, you must demonstrate a potential facility with the language that shows your ability to express and support significant opinions in English. To score higher than a (4), make sure you write clearly, offer an informed opinion, use mostly error-free grammar and advanced vocabulary, connect your supporting ideas using conjunctions and complex clauses in your sentences, and use idioms appropriately.

Copyright © 2016 iTEP International, LLC.

A score of five (5) - To give yourself a score of (5) you must demonstrate a strong facility with English that shows in a smooth, though not perfect, and effective use of the language. Your grammar should be practically error-free, and you must use effective complex conjunctions to better support your ideas in a limited writing space. To most effectively state your point, you must use more advanced vocabulary to specifically address the issues in the prompt. To score higher than a (5), write clearly, effectively, offer a well-supported opinion, using a variety of vocabulary and clauses that demonstrate a free and easy facility with written English, while avoiding any errors in idiom and syntax usage.

A score of six (6) - To give yourself a score of (6) you must compose a response that effectively responds to the prompt, and does so using advanced vocabulary and complex sentence construction to form a succinct and insightful response to the prompt. To score a (6), write a strongly-supported response that is free of errors and utilizes a variety of syntax and sentence structure to best communicate an intelligent opinion.



SPEAKING

You should give yourself **a score of zero (0)** on Speaking if you respond with little or no verbal answer to the prompt. Also, an off-topic response, such as discussing a family member when asked about an important historical figure, instead, the test-taker replies with an answer that introduces his family member, can earn a score of zero. To score higher than zero, make sure you speak as clearly as possible.

A score of one (1) - If you barely speak a response but essentially don't offer an opinion on the topic or question, then you should give yourself a score of (1). Keep in mind that the iTEP Speaking is also measuring your ability to offer an opinion. To score higher than a (1), make sure you speak clearly and offer an opinion on the topic in the question.

A score of two (2) - If your pronunciation is unnecessarily challenging for the listener and if you respond clearly and address the question in the topic, but your response is uneven, hesitating, and uses grammar that is repeatedly incorrect and vocabulary that is so basic that you are unable to offer anything more than an elementary response to the question then you should give yourself a score of (2). To score higher than a (2), make sure you speak clearly, offer a strong opinion on the topic in the question, and use proper vocabulary and grammar.

Copyright © 2016 iTEP International, LLC.

A score of three (3) - If you give yourself a score of (3), you have demonstrated a competent facility with expressing yourself in English. Your response shows that you clearly understand the question and are able to formulate a response. Also, your response may include sentence construction that utilizes more complex clauses and conjunctions, although you may make a few errors in using conjunctions. To score higher than a (3), make sure you speak clearly and offer an informed opinion, use appropriate grammar and vocabulary, and connect your supporting ideas using conjunctions and complex clauses.

A score of four (4) - If you give yourself a score of (4) you have not only used conjunctions and complex constructions correctly to support your response, but also used details to support your assertions. It is likely that you've used some intermediate vocabulary and also occasional idioms, though you may not have used the idioms accurately. To score higher than a (4), make sure you speak clearly, offer an informed opinion, use appropriate grammar and vocabulary, connect your supporting ideas using conjunctions and complex clauses in your sentences and use idioms appropriately.

A score of five (5) - If you give yourself a score of (5) you have demonstrated effective control of the English language. You may have a few minor errors in syntax or idiom sophistication, and your pronunciation might not be wholly clear throughout for the listener. Still you will use a variety of advanced vocabulary, conjunctions and sentence structure choices that show that you freely can respond to a question or topic with an informed opinion that you support with ideas and details. To score higher than a (5), speak as clearly as possible, offer a well-supported opinion, using a variety of vocabulary and clauses that demonstrate a free and easy facility with spoken English, while avoiding any errors in idiom and syntax usage.

A score of six (6) - To give yourself a score of (6) you must demonstrate a high degree of fluency, variety of sentence structure and syntax and effective control of speaking English in a response that supports a strongly-formed opinion that is expressed clearly and flows without any hesitation. To score a (6), speak as clearly as possible with minimum effort, express intelligent responses to the questions and utilize a variety of syntax and sentence structures in constructing your response.

After you have reviewed and evaluated your scores on the Diagnostic Test #1, including the self-scoring of the writing and speaking, the next step is to start your intensive iTEP Preparation.

Let's start practicing and improving!

Copyright © 2016 iTEP International, LLC.

I. Skill Development and Practice Exercises



GRAMMAR
Skill Development and Exercises



GRAMMAR - GENERAL OVERVIEW

There are 25 questions in the Grammar Section, each of which asks you to correctly use a key feature of English grammar. This section includes a range of features, from simple to more difficult. There are two types of questions, and each is explained with an on-screen example.

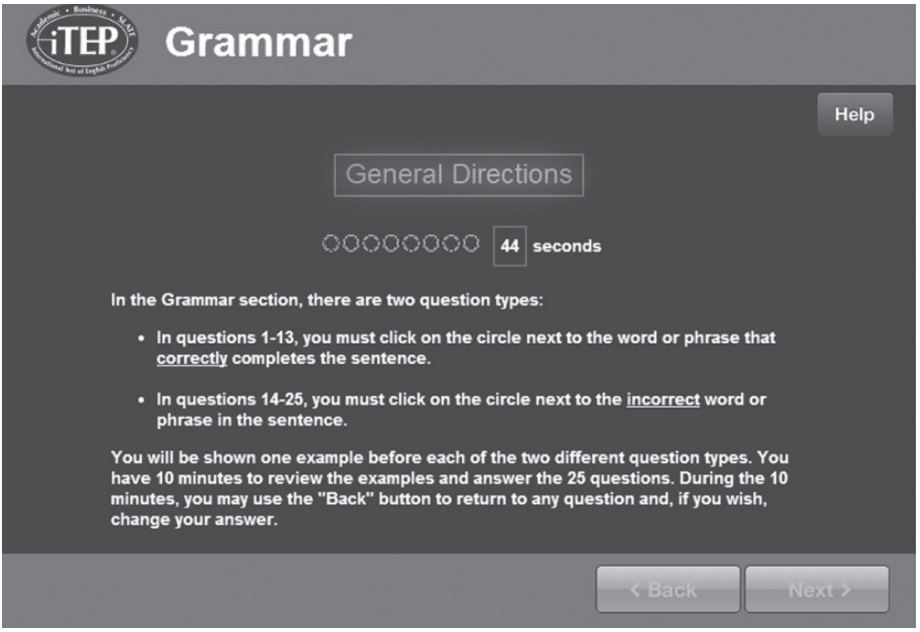
In the Grammar Section, there are two question types:

- In questions 1-13, you must click on the circle next to the word or phrase that correctly completes the sentence.
- In questions 14-25, you must click on the circle next to the incorrect word or phrase in the sentence.

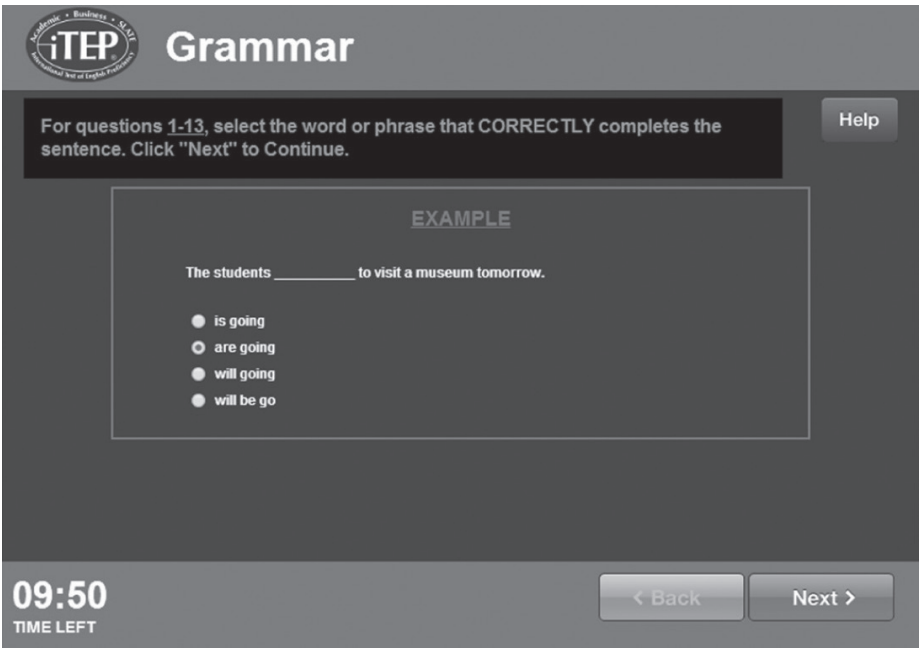
You will be shown one example before each of the two different question types. You have 10 minutes to review the examples and answer the 25 questions. During the 10 minutes, you may use the **'Back'** button to return to any question and change the answer.

Copyright © 2016 iTEP International, LLC.

GRAMMAR - GENERAL DIRECTIONS



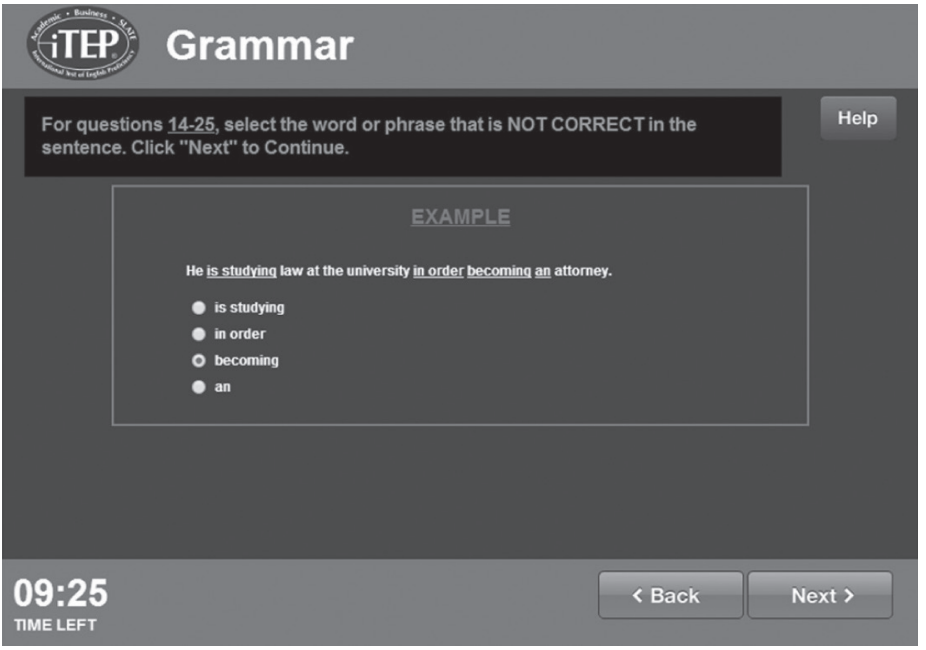
Before question 1 you will be shown an on-screen example of the '**fill-in-the-blank**' type question.



Copyright © 2016 iTEP International, LLC.

The example on the previous page shows how to complete questions 1-13. Select the word or phrase that **CORRECTLY** completes the sentence. Then click **'Next'** to continue. As long as there is time remaining, you may go back to review your other answers in this section by using the **'Back'** button. Time remaining is shown at the bottom of the screen.

Before Question #14, you will be shown an example of the **'Error Identification'** type question.



The example above shows how to complete questions 14-25. Select the word or phrase in the sentence that is **NOT CORRECT**. Then click **'Next'** to continue. As long as there is time remaining, you may go back to review the answers in this section by using the **'Back'** button. Time remaining is shown at the bottom of the screen. You will have 10 minutes to review and answer the 25 questions in Parts 1 & 2.

GRAMMAR - SKILLS TESTED

The iTEP Grammar Section tests your ability to answer questions that fall into seven different categories: **Parts of Speech, Verb Forms, Pronouns, Conjunctions, Expressing Quantity, Articles & Prepositions, and Sentence Structure.** Each of these skills will be explored in detail in the next section.

Copyright © 2016 iTEP International, LLC.

GRAMMAR – BUILDING SKILLS

English, like many languages, has many rules of grammar. If you are taking the iTEP, it is very likely that you are already familiar with the fundamental rules of English grammar. To help you prepare for the iTEP, we've selected a few of the items that you can expect to see on the test.

PARTS OF SPEECH

'Parts of speech' are the basic types of words that English contains. Most grammar books say that there are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. We will add one more type: articles.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a brief explanation of what the parts of speech are:

Noun: A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action.
(Examples: cowboy, theatre, box, thought, tree, kindness, arrival)

Verb: A verb is a word that describes an action (doing something) or a state (being something).
(Examples: walk, talk, think, believe, live, like, want)

Adjective: An adjective is a word that describes a noun. It tells you something about the noun.
(Examples: big, yellow, thin, amazing, beautiful, quick, important)

Adverb: An adverb is a word that describes either a verb or an adjective. It tells you how something is done. It may also tell you when or where something happened.
(Examples: slowly, intelligently, well, yesterday, tomorrow, here, everywhere)

Pronoun: A pronoun is used instead of a noun, to avoid repeating the noun.
(Examples: I, you, he, she, it, we, they)

Conjunction: A conjunction joins two words, phrases or sentences together.
(Examples: but, so, and, because, or)

Copyright © 2016 iTEP International, LLC.

Preposition: A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to another part of the sentence.
(Examples: on, in, by, with, under, through, at)

Interjection: An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks.
(Examples: Ouch!, Hello!, Hurray!, Oh no!, Ha!)

Article: An article is used to introduce a noun.
(Examples: the, a, an)

We've put together this helpful chart to clarify the terms you should know to prepare for Grammar.

PARTS OF SPEECH	EXAMPLES
ADJECTIVE	Look! He is sitting on an **old** chair and is snoring loudly.
ADVERB	Look! He is sitting on an old chair and is snoring **loudly.**
CONJUNCTION	Look! He is sitting on an old chair **and** is snoring loudly.
INTERJECTION	**Look!** He is sitting on an old chair and is snoring loudly.
NOUN	Look! He is sitting on an old **chair** and is snoring loudly.
PREPOSITION	Look! He is sitting **on** an old chair and is snoring loudly.
PRONOUN	Look! **He** is sitting on an old chair and is snoring loudly.
VERB	Look! He **is sitting** on an old chair and **is snoring** loudly.
ARTICLE	Look! He is sitting on **an** old chair and is snoring loudly.

When it comes to using proper grammar, it's often easier to understand each term according to its function in a sentence. For instance, in the model sentence above, both 'Look!' and 'is sitting' are examples of verbs, but only 'Look!' is considered an interjection.

Parts of Speech questions on the exam test your ability to identify and correctly use various indicators and modifiers such as adjectives and adverbs. You must be able to distinguish, for example, when a sentence requires an adjective instead of an adverb.

Copyright © 2016 iTEP International, LLC.

PARTS OF SPEECH - EXAMPLE QUESTIONS

Parts of Speech Example Question #1

When my brother eats his dinner too _____, he often ends up with a stomachache.

a) lately
b) much
c) quickly
d) quick



Correct Answer = C

The sentence needs an adverb to describe at what pace your brother is eating his dinner. Among the answer choices, only 'quickly' is a correctly used adverb. The correct sentence will now read: If my brother eats his dinner too quickly, he could end up with a stomachache.

Parts of Speech Example Question #2

Alex _____ of all the planets in our solar system.

a) quickly recited
b) reciting quickly
c) quick reciting
d) quick to recite



Correct Answer = A

To begin with, the sentence needs a verb that correctly fits in the blank. Answer choices B, C, and D all lack an appropriate auxiliary verb ('is' or 'was'), as well as some having issues with the adverb 'quickly.' Among the answer choices, only 'quickly recited' uses a verb and adverb correctly.

Copyright © 2016 iTEP International, LLC.

Parts of Speech Example Question #3

The estate's original owner, who this portrait depicts, was known for his generous gifts to a wide range of cultural institutions.

a) who
b) was known
c) for
d) wide range



Correct Answer = A

The phrase 'who this portrait depicts' should contain the object pronoun 'whom.'

VERB FORMS: WHERE THE ACTION IS

A fundamental means of expression for every language is the verb. It not only indicates action, but it also indicates when the action took place – in the past, present or future. Verb Form questions require you to be able to determine the proper tense to use in a specific sentence. You will be asked to demonstrate an ability to correctly use tenses ranging from the simple present and simple past to the present continuous tense and the past perfect tense, to name a few. Essentially, you must be able to correctly describe an event, or ongoing event, that occurs in the past, present or future. In addition, you will be tested on your ability to correctly match the verb to its subject, known as Subject-Verb Agreement, or 'SVA'. Finally, you must also be able to distinguish between participles being used as a verb or another part of speech.

First, let's look at Subject-Verb Agreement:

Copyright © 2016 iTEP International, LLC.

VERB FORMS - EXAMPLE QUESTIONS

Verb Forms Example Question #1

My collection of old and shabby comic books _____ very valuable to me.

a) have been
b) is
c) are
d) are not



Correct Answer = B

This question is testing Subject-Verb agreement. Every verb must agree in tense and number with its subject. In this sentence the subject is 'collection, which is singular, so the correct form of the verb is the singular 'is.'
The correct sentence will now read: My collection of old and shabby comic books **is** very valuable to me.

Verb Forms Example Question #2

Every one of the clients _____ given a free subscription to the magazine.

a) was
b) were
c) are
d) have been



Correct Answer = A

The subject in the sentence is 'one,' which is singular. Among the answer choices, only (a) is a singular form; all other choices are plural forms.
The correct sentence will now read: Every one of the clients **was** given a free subscription to the magazine.

Copyright © 2016 iTEP International, LLC.

VERB TENSES

Below you will find a brief but very helpful guide to tenses you should be familiar with for the iTEP:

SIMPLE PRESENT TENSE	I eat.
SIMPLE PAST TENSE	I ate yesterday.
SIMPLE FUTURE TENSE	I will eat tomorrow.
PRESENT CONTINUOUS TENSE	I am eating right now.
PAST CONTINUOUS TENSE	I was eating when the phone rang.
FUTURE CONTINUOUS TENSE	I will be eating at 9 a.m. tomorrow, so do not call me at that time.
PRESENT PERFECT TENSE	I have eaten eggs every day this week.
PAST PERFECT TENSE	I had eaten eggs every day until yesterday.
FUTURE PERFECT TENSE	By tomorrow, I will have eaten eggs every day.
PRESENT PERFECT CONTINUOUS TENSE	I have been eating for 10 minutes.
PAST PERFECT CONTINUOUS TENSE	I had been eating for 10 minutes when the phone rang.
FUTURE PERFECT CONTINUOUS TENSE	I will have finished eating by the time you come tomorrow morning, so I will have to wait before I go swimming.

Copyright © 2016 iTEP International, LLC.

VERB FORMS - EXAMPLE QUESTIONS Continued

Verb Forms Example Question #3

Susan is not coming with us because she _____ that movie already.

a) will see
b) was seeing
c) will have seen
d) has seen



Correct Answer = D

The correct tense is the present perfect.
The correct sentence will now read: Susan is not coming with us because she **has seen** that movie already.

Verb Forms Example Question #4

While on my way to the cafeteria, I noticed that I _____ my wallet

a) forget
b) sometimes forget
c) am forgetting
d) had forgotten



Correct Answer = D

The correct tense is the past perfect. The first part of the sentence indicates an action that takes place in the past, and the second part of the sentence indicates an action that takes place even further in the past, so it requires the past perfect.

The correct sentence will now read: While on my way to the cafeteria, I noticed that I **had forgotten** my wallet.

Copyright © 2016 iTEP International, LLC.

Verb Forms Example Question #5

If I _____ able to go to the play, she would not have had to drive her car.

a) had been
b) was
c) have been
d) am going to be



Correct Answer = A

The correct tense is the past perfect. The second part of the sentence indicates an action that takes place in the past, and the second part of the sentence indicates an action that takes place even further in the past, so it requires the past perfect.

The correct sentence will now read: If I **had been** able to go to the play, she would not have had to drive her car.

Verb Forms Example Question #6

Steve is driving his car to work every day, five days a week.

a) is driving
b) to
c) day
d) a week



Correct Answer = A

The correct tense is the simple present. Because of the habitual marker 'every,' we know that the present continuous tense cannot be correct **because it** describes a specific event, not a habitual one.

Copyright © 2016 iTEP International, LLC.

PRONOUNS

Pronoun questions ask you to select the correct pronoun as it should be used in a specific sentence. You must be able to identify pronouns as they agree with the subject in both number and, when applicable, gender. You must also be able to distinguish among subject, object, possessive and interrogative pronouns.

PRONOUNS - EXAMPLE QUESTIONS

Pronoun Example Question #1

When he first entered the classroom no one knew _____ he was.

a) whom
b) who
c) whoever
d) whomever



Correct Answer = B

The sentence needs the subject form of the pronoun, not the object form that we see in choices 'a' and 'd.'

The correct sentence will now read: When he first entered the classroom no one knew **who** he was.

Pronoun Example Question #2

I think it would be better if we could keep this information just between _____.

a) we ourselves
b) you and I
c) you and me
d) each other



Correct Answer = C

The sentence is using a preposition, 'between.' Prepositions always take the object form of the pronoun, which for the first person is 'me, not 'I,' which is the subject form.

The correct sentence will now read: I think it would be better if we could keep this information just between **you and me.**

Copyright © 2016 iTEP International, LLC.

Pronoun Example Question #3

Since Bob and Tom offered _____ the tickets for free, we decided to go to the game with them.

a) them
b) they
c) us
d) we



Correct Answer = C

Because the second clause in this sentence uses the subject pronoun 'we,' it is clear that the object pronoun 'us' is the only correct answer choice.

Pronoun Example Question #4

That I **really** want to do is revise the policy manual **to reflect** these **latest** changes.

a) That
b) really
c) to reflect
d) latest



Correct Answer = A

The correct interrogative pronoun in this sentence would be 'what.'

Copyright © 2016 iTEP International, LLC.

CONJUNCTIONS

Conjunction questions measure your facility for linking two ideas in a sentence. You must be able to make a distinction between conjunctions that show contrast and ones that indicate agreement.

CONJUNCTIONS - EXAMPLE QUESTIONS

Conjunction Example Question #1

The students were eager to finish their lessons _____ they wanted to catch the earlier bus.



a) instead
b) because
c) in spite of
d) because of

Correct Answer = B

This question asks which conjunction is appropriate for the sentence, and 'because' is the only conjunction that can correctly be used in the blank.

The correct sentence will now read: The students were eager to finish their lessons **because** they wanted to catch the earlier bus.

Conjunction Example Question #2

When I have little time to spare, I choose to read a few poems or a short story _____ a long work of fiction.



a) even though
b) in spite of
c) rather than
d) to reading

Correct Answer = C

'Rather than' expresses that the speaker is indicating an alternative preference. The correct sentence will now read: When I have little time to spare, I choose to read a few poems or a short story **rather than** a long work of fiction.

Copyright © 2016 iTEP International, LLC.

Conjunction Example Question #3

_____ it was cold and raining outside, the children wanted to go to the park.

a) Despite
b) Although
c) However
d) It is true



Correct Answer = B

Only **'Although'** provides the proper use of contrast between the two statements in the sentence.

The correct sentence will now read: **Although** it was cold and raining outside, the children wanted to go to the park.

Conjunction Example Question #4

Although it **was** too dark to see very well, **but the** teams **continued** to play.

a) was
b) but
c) the
d) continued



Correct Answer = B

In this case, because the sentence already contains 'although,' it is unnecessary to use 'but.'

EXPRESSING QUANTITY

Expressing Quantity questions test your ability to distinguish between countable and non-countable nouns and use the appropriate modifiers or possessive pronouns. [For example, you must choose 'I like a lot of salt in my food,' instead of 'I prefer many salt in my food.']

Copyright © 2016 iTEP International, LLC.

EXPRESSING QUANTITY - EXAMPLE QUESTIONS

Expressing Quantity Example Question #1

_____ of the math problems on last night's assignment were you able to solve?

a) How much
b) How many
c) If any
d) Were any



Correct Answer = B

The sentence needs an adverb and pronoun for the countable items –the problems—so the best choice is '**How many**.'

The correct sentence will now read: **How many** of the math problems on last night's assignment were you able to solve?

Expressing Quantity Example Question #2

Her mother's cooking was much _____ than what was served in the cafeteria.

a) most delicious
b) more delicious
c) more tastefully
d) tastiest



Correct Answer = B

When comparing two items use 'more' and not 'most.'

The correct sentence will now read: Her mother's cooking was much **more delicious** than what was served in the cafeteria.

Copyright © 2016 iTEP International, LLC.

Expressing Quantity Example Question #3

One of the most important influence affecting modern society is the Internet.

a) influence
b) most
c) affecting
d) is



Correct answer = A

The sentence begins with 'One of the,' indicating a choice among many. Because 'influence' is a countable noun appearing in the singular when it should be plural ('influences'), the correct choice is A.

ARTICLES & PREPOSITIONS

Articles & Prepositions questions ask you to use the correct definite or indefinite article, or correct preposition, according to the context of the sentence provided. You must be familiar with the basic rules of articles as adjectives, demonstrating a basic aptitude for choosing 'the' instead of 'a.' You must also be familiar with prepositional phrases and common verb phrases that take a preposition.

ARTICLES & PREPOSITIONS - EXAMPLE QUESTIONS

Articles & Prepositions Example Question #1

Shakespeare is generally considered a best playwright in the English language.

a) is
b) generally
c) a
d) the



Correct Answer = C

For the superlative 'best,' the indefinite article 'a' should be replaced with 'the,' so C is the correct answer.

Copyright © 2016 iTEP International, LLC.

Articles & Prepositions Example Question #2

He was worried_____ his friend's recent behavior.

a) about
b) from
c) that
d) toward



Correct Answer = A

Among the answer choices, the only preposition that can follow 'worried' is 'about.' 'That' is a conjunction, which won't work because there is no clause to introduce.

The correct sentence will now read: He was worried about his friend's recent behavior.

SENTENCE STRUCTURE

Sentence Structure questions require you to be able to assess elements of sentence construction such as sequence and basic idiom. One example would be a comparison question, for which you must recognize the key words or phrases that indicate a comparison is being made. For this type of question, you must also identify the correct parallel construction that a comparison sentence requires.

SENTENCE STRUCTURE - EXAMPLE QUESTIONS

Sentence Structure Example Question #1

No sooner had Misaki begun to read her book, _____her phone started to ring.

a) and then
b) meanwhile
c) but
d) than



Correct Answer = D

'No sooner…than' is correct usage.

The correct sentence will now read: No sooner had Misaki begun to read her book, **than** her phone started to ring.

Copyright © 2016 iTEP International, LLC.

Sentence Structure Example Question #2

A model student and outstanding athlete, _____ his perseverance and enthusiasm.



a) success is due in large part to Michael and
b) Michael's success is large part in due to
c) Michael has succeeded in large part due to
d) success for Michael large part is due to

Correct Answer = C

The only answer choice with words arranged in a logical order is C.

Sentence Structure Example Question #3

The soccer game last night started too later.



a) The
b) last
c) started
d) later

Correct Answer = D

In this sentence, 'later' is the incorrect word because the comparative use of 'late' (i.e 'later')cannot correctly follow the word 'too.'

Copyright © 2016 iTEP International, LLC.



GRAMMAR
Practice Exercises – Part 1

Here are some additional examples for you to practice. Answers are provided in Appendix B.

Practice Exercise – Question 1:

Tonight, I want neither to study _____ my term paper.

a) or to write
b) or writing
c) nor to write
d) nor to be writing

Practice Exercise – Question 2:

After you finish with the first exercise, please _____ onto the following exercise.

a) continue
b) continues
c) continued
d) have continued

Practice Exercise – Question 3:

The girls in my math class_____ very intelligent.

a) have
b) is
c) are
d) has been

Practice Exercise – Question 4:

A luxury car is _____ expensive than an economy car.

a) much
b) many
c) most
d) more

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 5:

The event was a total success _____ the hour when it rained and everyone had to wait inside.

a) so
b) because
c) except for
d) instead of

Practice Exercise - Question 6:

Having _____ opportunity like this is incredibly fortunate.

a) a
b) an
c) it
d) that

Practice Exercise - Question 7:

Many say that breakfast is _____ meal of the day.

a) the more important
b) the important more
c) the most important
d) the important most

Practice Exercise - Question 8:

By the time I finished reading the chapter, two hours _____

a) pass
b) have passed
c) had passed
d) am going to be

Practice Exercise - Question 9:

Vegetables are _____ to eat than breads and desserts.

a) health
b) healthy
c) healthiest
d) healthier

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 10:

I have not been to a football game _____ very long time.

a) so
b) for
c) in a
d) since a

Practice Exercise - Question 11:

Starting at a new school can sometimes be _____.

a) scare
b) scared
c) scarily
d) scary

Practice Exercise - Question 12:

Last week _____ Paul met with his advisor.

a) the first time was
b) was first time the
c) first time was the
d) was the first time

Practice Exercise - Question 13:

I will finish my essay tonight _____ I have to stay up all night.

a) even if
b) in spite of
c) rather than
d) because

Practice Exercise - Question 14:

He left the shopping center to go home as _____he ran out of money.

a) the time came
b) soon as
c) when
d) well as

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 15:

Professor Hillman _____ campus suddenly this morning, so this afternoon's class is cancelled.

a) had to leave
b) have to leave
c) was left
d) had left

Practice Exercise - Question 16:

I think taking another English class would be the best decision for _____.

a) we
b) us
c) our
d) ours

Practice Exercise - Question 17:

That one is not _____ it belongs to my friend.

a) your
b) you
c) you're
d) yours

Practice Exercise - Question 18:

They couldn't buy tickets because they didn't have _____ money.

a) any
b) many
c) some
d) few

Copyright © 2016 iTEP International, LLC.



GRAMMAR
Practice Exercises - Part 2

Practice Exercise - Question 1:

His favorite summer activities include **surfing**, **bike riding**, and **to play baseball** with his friends.

a) His
b) surfing
c) bike riding
d) to play baseball

Practice Exercise - Question 2:

Although you read today's newspaper, you may come across an article about tornados.

a) Although
b) today's
c) come across
d) about

Practice Exercise - Question 3:

As it turned out, she **would have** preferred **being** alone, **rather than** her whole family **is going to be** there.

a) would have
b) being
c) rather than
d) is going to be

Practice Exercise - Question 4:

Much doctors urge their patients to exercise more.

a) Much
b) urge
c) their
d) to exercise

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 5:

Since many test-takers ride **their** bikes **to school**, while others walk, take the bus, or **drive** their cars.

a) Since
b) their
c) to school
d) drive

Practice Exercise - Question 6:

Helen helped her father planted vegetables in the garden.

a) her
b) planted
c) in
d) the

Practice Exercise - Question 7:

Devon no longer **has** the book that the teacher **had given** him because he **was leaving** it **in** the library.

a) has
b) had given
c) was leaving
d) in

Practice Exercise - Question 8:

Dressed in **her best** suit and **with** a confident smile, Emily is sure **to make** a good impression **being** at the job interview.

a) her best
b) with
c) to make
d) being

Practice Exercise - Question 9:

It was **him who** first asked the question **that** started the debate about **whether** their actions were justified.

a) him
b) who
c) that
d) whether

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 10:

Today's lecture in Economics class was **mainly** about the **constant** changing conditions in **global** energy markets.

a) Today's
b) mainly
c) constant
d) global

Practice Exercise - Question 11:

I was **planning to attend** the party, but then I **had remembered** that Sylvia's jazz concert **was being** held on the same night.

a) planning
b) to attend
c) had remembered
d) was being

Practice Exercise - Question 12:

One of Van Gogh's paintings **from** his famous sunflower series **were** recently **sold** at auction **for** an unprecedented sum of money.

a) from
b) were
c) sold
d) for

Practice Exercise - Question 13:

Most of the specimens **in** the lab **have been** carefully **prepared** by **any** test-taker.

a) in
b) have been
c) prepared
d) any

Practice Exercise - Question 14:

It was **the** substitute teacher to **which** she gave **her** report.

a) It
b) the
c) which
d) her

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 15:

Adventure novels **are** often **about** fantastic journeys, great deeds, **and the hero has** bad luck.

a) are
b) about
c) and
d) the hero has

Practice Exercise - Question 16:

All of **the** members, **except** Raul, will be **coming at** the party.

a) All
b) the
c) except
d) coming at

Practice Exercise - Question 17:

The dromedary, **which** is native **to a** desert areas of west Asia, **has** only one hump.

a) which
b) to
c) a
d) has

Practice Exercise - Question 18:

The vegetarian restaurant **along** the street **behind** the coffee shop serves **delicious** food **for** a very reasonable price.

a) along
b) behind
c) delicious
d) for

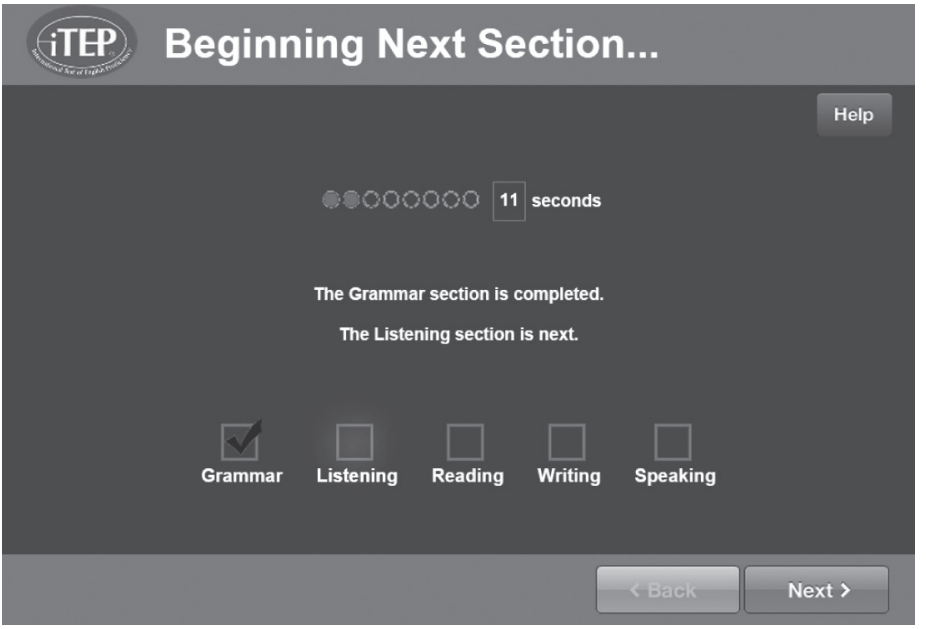
Copyright © 2016 iTEP International, LLC.

GRAMMAR - General Skill Development and Take-Aways

- Identify the type of error contained in the sentence
- Be familiar with the directions before you begin the section.
- Review and practice basic English grammar.
- Use your eyes as well as your ears. Though you may be tempted to choose an answer based on whether it sounds correct, you must also identify proper rules of grammar, such as agreement, to look for potential errors in each example.



LISTENING
Skill Development and Exercises



LISTENING - GENERAL OVERVIEW

The entire Listening Section is 20 minutes long and requires the use of audio files which can be found on our website at:
https://www.itepexam.com/test-takers/prepare-for-the-test/
under iTEP Preparation Guide Listening Files.

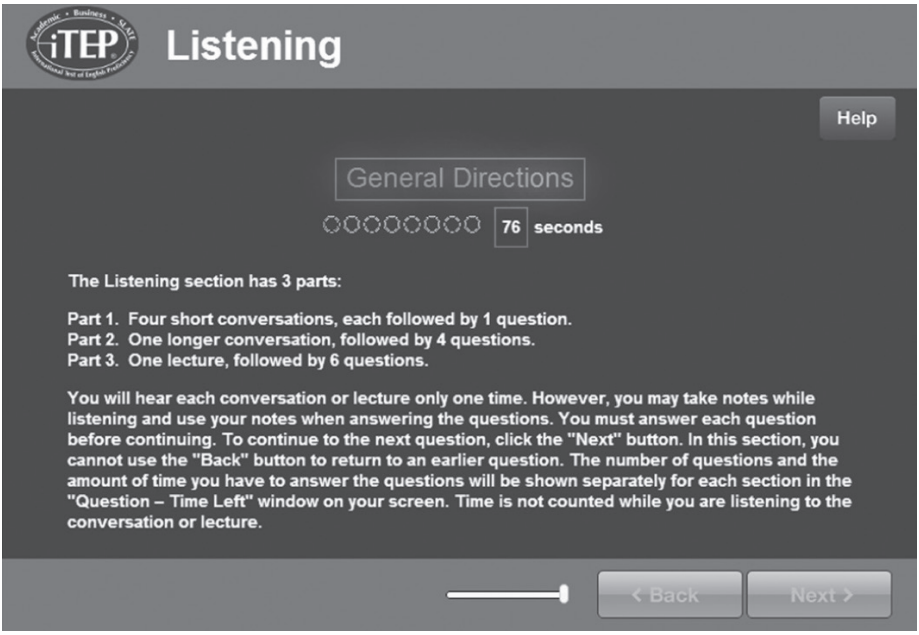
Copyright © 2016 iTEP International, LLC.

THE iTEP LISTENING SECTION HAS THREE PARTS:

Part 1	Four short conversations	Four multiple-choice	20 Minutes
Part 2	One 2 to 3 minute conversation	Four multiple-choice	
Part 3	One 4-minute lecture	Six multiple-choice	

The Listening Section is designed to determine how well you are able to understand what may be heard in typical high school **(iTEP SLATE)**, university **(iTEP Academic)**, or business **(iTEP Business)** environments. The questions target listening comprehension. No previous knowledge of the topic is required. All questions can be answered by using **basic listening skills** in understanding the information in the selection.

LISTENING - GENERAL DIRECTIONS



You cannot go '**Back**' to a previous question and you will only hear each dialogue, lecture, and question once.

Copyright © 2016 iTEP International, LLC.

LISTENING - SKILLS TESTED

The iTEP Listening Section tests your ability to answer questions that fall into five different categories: **Catching Details, Main Idea, Determining the Purpose, Making Implications & Connecting Content.** Each will be described with an example.

CATCHING DETAILS

Catching Details questions test fundamental listening comprehension and recall. Questions require you to note specific tangible points that are the basis of an exchange, discussion or lecture. In **Listening Part 1 and 2 (Dialogues)**, you might be asked to identify a particular item in the conversation, while in **Listening Part 3 (Lecture)** you may need to distinguish a specific date or similar signpost that plays a pivotal role in the narrative of the lecture.

Example:

What aspect of developing wind farms has been the most costly?

a) buying land
b) consumer lawsuits
c) obtaining government permits
d) construction and maintenance

MAIN IDEA

Main Idea questions ask you to correctly identify the primary subject of a lecture or the main focus of a dialogue or exchange between two speakers. You must demonstrate that you can differentiate between minor details and descriptions and the key narrative in a lecture or dialogue.

Example:

What is Jerry's problem?

a) He doesn't have transportation to a party.
b) He wants to attend two events at the same time.
c) He doesn't know when the debate tournament is.
d) He needs help getting to the debate tournament.

Copyright © 2016 iTEP International, LLC.

DETERMINING THE PURPOSE

Determining the Purpose questions ask you to state the reason for a particular event in the conversation dialogues **(Listening Part 1 & 2)**, or to comprehend the narrative thread of the person giving the lecture **(Listening Part 3)**. You will be asked about the intention of the speaker and the rhetorical choices of his argument. [For example, why does the lecturer mention x?]

Example:

Why did Tom make a list of the food establishments near the university?

a) To identify businesses that might purchase his proposed product
b) To determine the demographic characteristics of his potential customers
c) To analyze the existing business environment near his proposed business
d) To use the information as the basis for the questionnaire he designed for the students

MAKING IMPLICATIONS

Making Implications questions ask you to infer the context for a particular event in the dialogue based on certain given circumstances expressed during the conversation. You must be able to infer information and circumstances which are suggested by the lecture or dialogue but are not explicitly conveyed. [You must be able to infer the relationship of speakers. Is it peer-to-peer, for example, such as a pair of students? Or is it a student speaking to a professor?]

Example:

Which subject are they most likely discussing?

a) French
b) math
c) history
d) biology

CONNECTING CONTENT

Connecting Content questions require you to demonstrate that you can credibly determine the connection between key pieces of information in the discussion,

Copyright © 2016 iTEP International, LLC.

lecture or dialogue. To answer these questions correctly, you must be able to demonstrate a basic level of ability to reach logical conclusions based on one or more related details from different points in a conversation. [For these questions, you might be asked how a detail from earlier in the conversation will affect a decision that comes up later on. You must show that you can identify the connecting points]

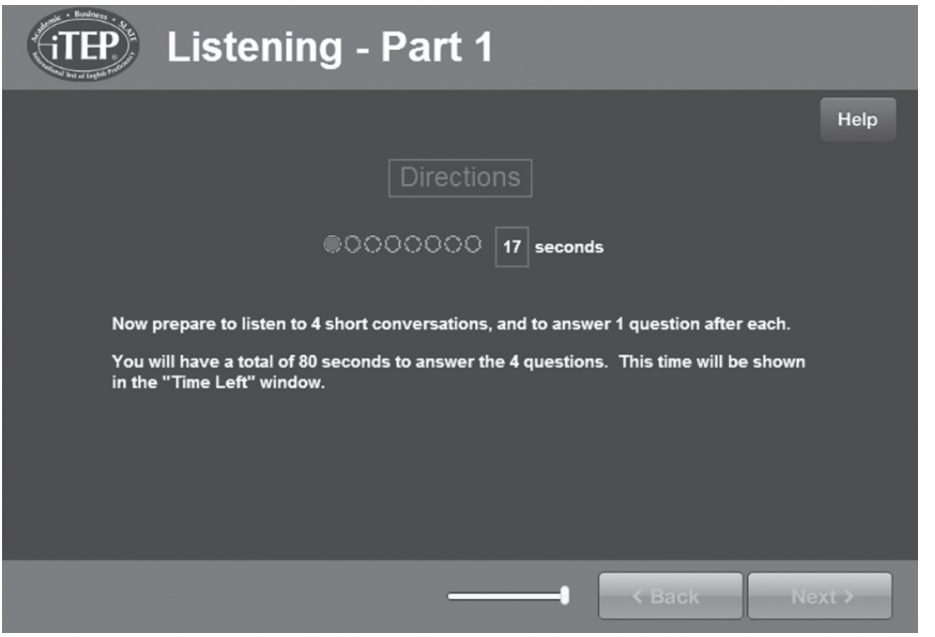
Example:

Why does the woman need to see the student's transcripts?

a) because he is transferring from another college
b) because he is enrolled in Sociology 512
c) because he hasn't taken any sociology classes
d) because he hasn't been accepted to the college

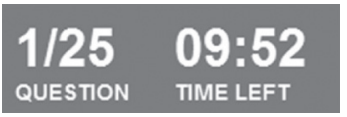
LISTENING
Part 1

DIRECTIONS



Copyright © 2016 iTEP International, LLC.

For **Part 1**, you will hear four short conversations, each followed by a question. You will have a total of **80 seconds** to answer all four questions. Be aware of your time remaining in the '**Time Left**' Window.



*You will find the scripts for the **Listening Section** in Appendix G.

NOTE: Once you select '**Next**', you cannot go back to a previous question in the **Listening Section.**

BUILDING SKILLS: Active Listening

Okay, now that you've taken your first iTEP Diagnostic Test and you'd like to improve your Listening score, what can you do? First, take a more active approach. To score well on the Listening Section, you will need to use a technique we call '**Active Listening.**' When you listen to the radio or read something for enjoyment, such as a novel or a website, this is what we call '**passive listening/passive reading**' because you are not seeking to identify or retain specific information. However, when you listen to a class lecture or read a passage for a test or specific purpose, you should listen/read with the goal of **identifying and retaining** what you are hearing/reading. This is called '**active listening/active reading,**' which is a skill that can be learned and practiced. During iTEP's Listening and Reading Sections, you must read actively and try to separate the less important information from the more important information. In order to do that, it's helpful to ask a few basic questions while you go through these sections. We call this technique '**Interviewing the Passage.**' Below are some sample exercises that will help you to be a better active interviewer of the passage or conversation.

When you are listening to the audio selections, be sure to ask a few key questions:

- Who are the people speaking?
- What is their relationship?
- What is the issue or problem that they are discussing?

NOTE: Listening questions in Part 1 are quick. Your notes must be brief and to the point, so be sure to practice!

Copyright © 2016 iTEP International, LLC.

BUILDING SKILLS:
Listening Part 1
Example A

Write down a few notes with questions you'll want to answer:

- Who are the speakers?
- What is the question or problem?
- What is the solution?
- What will probably happen next?

Play Track 1 (Listening Part 1 – Example A Conversation)

WHO ARE THE SPEAKERS?	Man and woman
RELATIONSHIP?	Friends; people who go places together
WHAT IS THE ISSUE?	He has a headache; must cancel their plans

Pay attention to transition words.

The woman suggests a solution to which the man replies, 'but. . .' This indicates that the man will do something other than what the woman suggests. What does the man do?

LISTENING PART 1 (Example A Question)

Now let's try a question. You will hear the question once, and you will also read it on the screen. Choose the correct answer by clicking on the circle next to it, then click **'Next'**. Once you click on **'Next'** you cannot go back and change your answer.

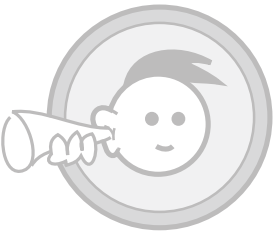
Copyright © 2016 iTEP International, LLC.

Play Track 2 (Listening Part 1 - Example A Question)

Listening Part 1 - Example Question #1

What does the man intend to do?

a) make a reservation
b) take some aspirin
c) rest a little while
d) make dinner



Correct Answer = C

Although the woman suggested that the man take an aspirin for his headache, he preferred to lie down and rest instead.

BUILDING SKILLS: Process of Elimination

'Interviewing the Passage' is a helpful technique while you are listening to the conversation or lecture, and **'Process of Elimination'** is a common technique to help deal with the questions that follow. In the above example, although the man specifically says that he will rest for a while, how could you answer the question if you didn't hear or understand the end of the conversation? Sometimes when you are unsure of the correct answer it helps to simplify the problem by taking out the answers that you know are incorrect:

- A cannot be correct because the woman says that the reservation was already made.
- 'Thanks but...' was the response when offered aspirin, so B cannot be correct.
- D is not mentioned.

The example above is a **'Catching Details'** question because it asks you about a specific detail presented in the passage. Learning the fundamental skills of 'Interviewing the Passage' and 'Process of Elimination' will be very helpful for these and other types of questions.

Copyright © 2016 iTEP International, LLC.



LISTENING
Practice Exercises - Part 1

Here are some additional examples for you to practice. Answers are provided in Appendix B.

BUILDING SKILLS:

- Prepare brief questions before listening
- Listen **'actively'** by taking brief notes
- Read the questions
- Use your notes to choose the correct answer

PRACTICE EXERCISE 1
Play Track 3 - Conversation
Play Track 4 - Question

Practice Exercise Question:
What is the woman's relationship to the man?

a) she is his co-worker
b) she is his sister
c) she is his classmate
d) she is his test-taker

PRACTICE EXERCISE 2
Play Track 5 - Conversation
Play Track 6 - Question

Practice Exercise Question:
What will the woman probably do next?

a) return to the park
b) go next door
c) do some shopping
d) run with the dog

Copyright © 2016 iTEP International, LLC.

PRACTICE EXERCISE 3

Play Track 7 - Conversation

Play Track 8 - Question

Practice Exercise Question:

The man and woman probably are:

a) supervisors
b) teammates
c) players
d) co-workers

PRACTICE EXERCISE 4

Play Track 9 - Conversation

Play Track 10 - Question

Practice Exercise Question:

What will the woman probably do?

a) cancel her dinner
b) come back tomorrow
c) buy a new dress
d) buy a new pair of shoes

PRACTICE EXERCISE 5

Play Track 11 - Conversation

Play Track 12 - Question

Practice Exercise Question:

The man and woman are probably:

a) hosting a dinner
b) making pies
c) visiting her brother
d) reducing their appetites

Copyright © 2016 iTEP International, LLC.

LISTENING
Part 2

DIRECTIONS - LISTENING PART 2



For **Part 2** of the **Listening Section**, you will hear one longer conversation and answer four questions based on that conversation. For **Part 2**, it's even more important that you listen actively and take accurate notes.

After listening to the conversation and taking notes while listening, you are ready to move on to the questions. You will hear the question once and read it on the screen. Click on **'Next'** before moving on to the next question. Once you have clicked on **'Next'** you cannot return to a previous question.

BUILDING SKILLS:
Listening Part 2
Example A

Let's try a question. Remember to do the following:

A) take brief notes answering active listening questions
B) establish the relationship or issue in the conversation
C) consider tone of voice and attitude

Copyright © 2016 iTEP International, LLC.

Next is an example of a longer conversation that might be heard in **Part 2.**

Play Track 13 (Listening Part 2 - Exercise A - Conversation)

WHO ARE THE SPEAKERS?	Older man and younger man
RELATIONSHIP?	Professor and student
WHAT IS THE ISSUE?	Professor teaches student interesting things about Einstein that many people don't know

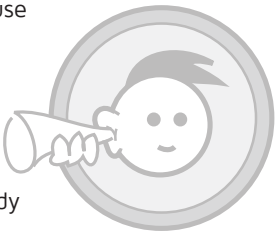
Now you are ready to try a question:

Play Track 14 (Listening Part 2- Example A - Question)

Listening Part 2 - Example Question

What new fact about Einstein did Michael learn from Dr. Slinsky?

a) Einstein did not attend college at all because his family did not have the money.
b) Despite working in an office, Einstein was able to think in new ways about the basic principles of physics.
c) Because of Einstein's religion, he was not able to attend the best college for the study of mathematics and physics.
d) Einstein did not use previous scientists' and philosophers' writings to propel his intellectual thinking.



Correct Answer = B

Only answer choice B addresses the 'interesting' contrast between Einstein's boring job and incredible contribution to science.

B states the main idea of the selection, as indicated in your notes.
A and D are untrue, and C was never mentioned.

Copyright © 2016 iTEP International, LLC.



LISTENING
Practice Exercises - Part 2

PRACTICE EXERCISES

Play Track 15 - Conversation

Play Track 16 - Question

Practice Exercise - Question 1:

It can be inferred from the passage that the woman:

a) is not very selective
b) is a vegetarian
c) is very patient
d) has very specific needs

Play Track 17 - Question

Practice Exercise - Question 2:

The restaurant owner suggested that the woman might like the hidden entrance to the restaurant because:

a) She drives an expensive car.
b) Her guest list includes people who desire privacy.
c) She prefers to keep her identity hidden.
d) She runs a top-secret agency.

Play Track 18 - Question

Practice Exercise - Question 3:

The man discusses the vegetable garden because:

a) The restaurant serves only vegetarian meals.
b) It increases the choices on the menu.
c) She is interested in gardening.
d) It is close to the hidden entrance.

Copyright © 2016 iTEP International, LLC.

Play Track 19 - Question

Practice Exercise - Question 4:

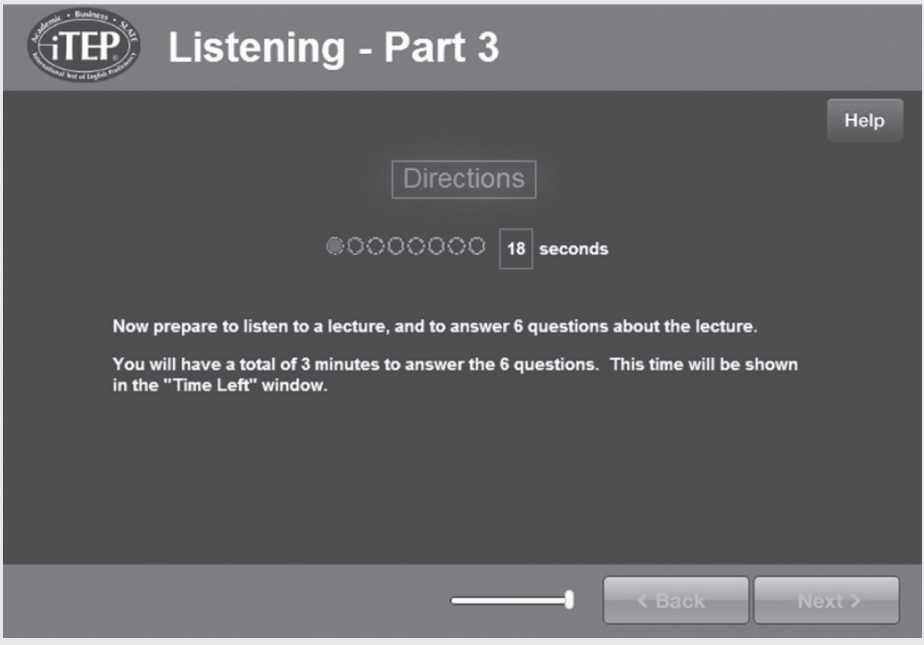
Based on the woman's statements at the end of the passage, she will:

a) Call the man when she makes her choice
b) Stay to dine at the restaurant
c) Host her dinner at the restaurant
d) Ask more questions about the hidden entrance



LISTENING
Part 3

DIRECTIONS - LISTENING PART 3



Copyright © 2016 iTEP International, LLC.

BUILDING SKILLS:
Listening Part 3
Example A

In **Part 3** you will hear a lecture, delivered by one speaker, followed by six questions. You will hear the lecture only once, and it will not appear on the screen, so listening actively and taking good notes is very important. Because it is a lecture, the listening is more formal in style, so you'll want to try and determine the main idea of the lecture.

Okay, let's try one!

Play Track 20 (Listening Part 3 - Example A Lecture)

What might notes for this selection look like?

WHO IS THE SPEAKER:	A professor giving a lecture
RELATIONSHIP:	He is giving a formal lecture to his students.
WHAT IS THE ISSUE:	The professor is discussing the difference between digital and analog technology.

NOTE: Because this is a lecture, you will be tested on more details, so you will want to take more extensive notes. At first you may not be able to distinguish between which points and details are more important and which are not as important, but as you practice taking notes you will learn to tell the difference.

Below we've put a few notes that you might make while listening:

- Cds - more popular than records
- digital vs. analog
- recordings = electrical sound waves--wave is important
- analog = analogous to variations in air pressure
- record groves = sound waves; stylus
- hi-fi stereo
- audiophiles
- physical stuff--records, equipment, very important
- CDs = improved sound, indestructible, cost 3x more
- recording industry uses both

Copyright © 2016 iTEP International, LLC.

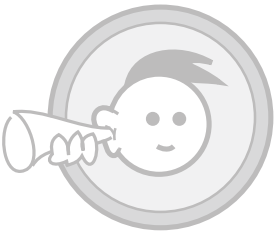
Okay, now let's try a question. You will hear each question once, and you can also read it on the screen.

Play Track 21 (Listening Part 2- Example A Question)

Listening Part 3 - Example Question

According to the professor, when compact discs were first introduced they were:

a) Considered less fragile than record albums
b) Priced the same as record albums
c) Analogous to actual sound waves
d) Considered to be very hi-fidelity



Correct Answer = A

Consulting our notes, we can see the following:
Major differences between CDs and records are:
• CDs are more expensive than records
• CDs are less fragile than records
• CDs are digital
• Initially, CDs were not as high-quality as records for sound reproduction



LISTENING
Practice Exercises - Part 3

PRACTICE EXERCISES
Example A

Play Track 22

Practice Exercise - Question 1:
The professor mentions 'classical musicians' in paragraph 7 because:

a) He's a fan of classical music
b) His test-takers are classical musicians
c) To cite examples of respected supporters of digital recording
d) They are experts in the recording industry

Copyright © 2016 iTEP International, LLC.

Play Track 23

Practice Exercise - Question 2:

Why does the Professor ask the class if they've purchased a compact disc?

a) He is selling CDs.
b) To illustrate how music is purchased now.
c) He is an audiophile.
d) He helped create CD technology.

Play Track 24

Practice Exercise - Question 3:

According to the professor, the improved sound quality of compact discs can be attributed to:

a) better musicians recording digitally
b) audiophiles recommendations
c) larger capacity for sampling
d) changes in wave technology

Play Track 25

Practice Exercise - Question 4:

According to the professor, what is one reason a CD will last longer than a record?

a) CDs are read optically.
b) CDs are more popular with audiophiles.
c) CDs are used more for classical music.
d) CDs use wave technology.

Copyright © 2016 iTEP International, LLC.

Play Track 26

Practice Exercise - Question 5:

According to the lecture, the situation today is that:

a) Digital recording has completely replaced analog recording.

b) Record albums are no longer available for purchase.

c) Audiophiles vastly prefer compact discs.

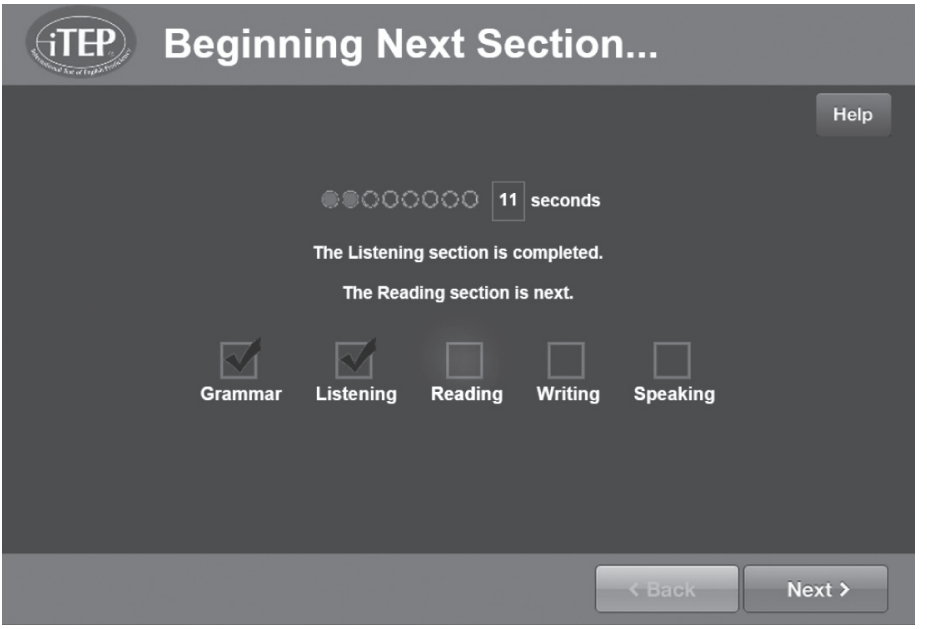
d) The recording process is a combination of digital and analog.

LISTENING: General Skill Development and Take-Aways

- Questions about the listening selections will be both spoken and written on the screen.
- Use reading skills to understand the questions and to increase your understanding of the selection.
- Know the directions beforehand.
- Know the question types beforehand.
- All questions are multiple-choice.
- Use the process of elimination and cross out all incorrect answers.
- Use Active Listening:
  - listen to tone of voice;
  - listen for context clues (transition words);
  - make a mental picture;
  - take notes (especially in parts 2 and 3).
- For conversations (parts 1 and 2), notes should include the following elements:
  - scene, situation, location;
  - speakers;
  - problem and its possible solution.
- For lectures (part 3), notes should include:
  - organizational structure;
  - main ideas, supporting details;
  - purpose, importance of ideas, suggestions.

Copyright © 2016 iTEP International, LLC.

READING
Skill Development and Exercises



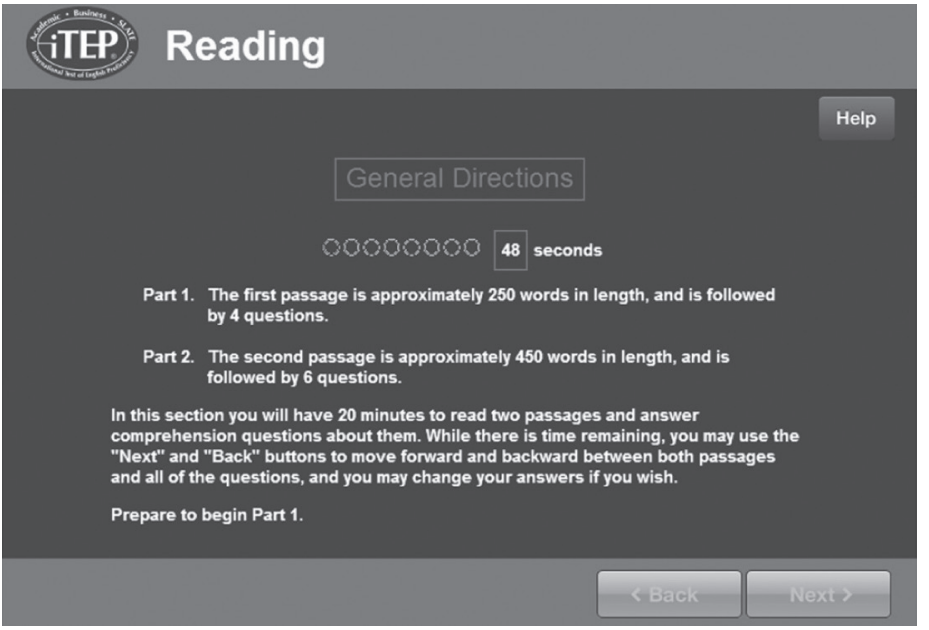
INTRODUCTION TO READING SECTION

The questions in the Reading Section assess reading comprehension. Questions can be answered by the application of basic reading skills to the information in the text. This is an important point, as test-takers sometimes fear that their knowledge of the subject might be weak. Test-takers should be assured that their previous knowledge of any topic is not what is being assessed. No previous knowledge of the topic is required.

Copyright © 2016 iTEP International, LLC.

SECTION	FORMAT	NUMBER & TYPE OF QUESTIONS	TIME
READING Part 1	iTEP Academic/Business 250-word passage	iTEP Academic/Business four multiple-choice	20 Minutes
	iTEP SLATE 50-word passage	iTEP SLATE two multiple-choice	
READING Part 2	iTEP Academic/Business 400-450 word passage	iTEP Academic/Business six multiple-choice	
	iTEP SLATE 200-word passage	iTEP SLATE four multiple-choice	
READING Part 3	iTEP SLATE (only) 500-word passage	iTEP SLATE (only) six multiple-choice	

READING – GENERAL DIRECTIONS



In this section, you will be allowed to use your time remaining to click on the '**Back**' button and revise your answers.

Copyright © 2016 iTEP International, LLC.

READING - SKILLS TESTED

The iTEP Reading Section tests your ability to answer questions that fall into five different categories: **Catching Details, Vocabulary, Main Idea, Synthesis, & Sequencing.** Each will be described with an example below.

CATCHING DETAILS

Catching Details questions challenge and measure your competency in identifying significant points that form the author's thesis. You must be able to isolate and identify specific aspects of a topic for the role they play in supporting the main point. Catching details is the first step you must take to grasp the overall meaning of the entire passage.

Example:

According to Paragraph one, which of the following is a popular misconception?

a) Linguists have not been able to gather sufficient data about dialects.
b) Dialect differences rarely cause difficulties in comprehension.
c) The pure form of a language should be protected from distortion.
d) Dialects are inferior versions of a language.

VOCABULARY

Vocabulary questions test your ability to determine the meaning of an unfamiliar word as it is used in a distinct context. Vocabulary questions don't simply ask you for the standard definition of a word, but also to understand how that word is used to convey an important concept.

Example:

The word 'pose' as used in the passage means:

a) stand
b) endanger
c) show
d) present

MAIN IDEA

Main Idea questions test your ability to determine the primary focus of a particular passage. You are asked to comprehend the author's main position and separate it

Copyright © 2016 iTEP International, LLC.

from minor, supporting points. You must also be able to discern main point from lesser details.

Example:

What is the main idea of the first paragraph?

a) Many cultures contributed to the development of chocolate.
b) The concept of currency was understood in a wide variety of cultures.
c) Indigenous cultures of the Americas were highly developed civilizations.
d) Chocolate is valued more highly today than it was in ancient cultures.

SYNTHESIS

Synthesis questions ask you to consider the relationships between key points in an author's thesis, and determine what rhetorical purpose each point serves to effectively communicate the author's argument. To answer these questions correctly, you must be able to take apart and re-connect pertinent information as presented in the passage. Essentially these are **'why'** questions, asking you 'why does the author add this particular point?' or 'why does the author mention…?'

Example:

Why does the author mention the 'Uniform Franchise Offering Circular' in Paragraph 4?

a) To protect purchasers of franchises.
b) To advertise franchising opportunities.
c) To ensure that all franchises establish similar startup fees.
d) To encourage international investment in franchises.

SEQUENCING

Sequencing questions ask you to insert one additional sentence into the passage by choosing among a selection of choices in a paragraph. These are the most pro-active questions on the iTEP Reading test. To answer these questions correctly, you must demonstrate fundamental understanding of constructing a coherent paragraph so that you can properly add an important additional point in the proper position in the paragraph.

Copyright © 2016 iTEP International, LLC.

Example:
Click on a circle [●] to insert the new sentence into the passage.

New sentence: It has been known to snatch young birds from their nests.

Spiders come in a wide variety of sizes. ● The largest known spider is the Goliath birdeater tarantula. This South American spider can be as big as a dinner plate. ● The smallest known spider is the mygalomorph spider from Borneo. ● Its body is the size of a pinhead. ●

HOW TO PREPARE FOR READING SECTION

BUILDING SKILLS: Interview the Passage

The Reading Section will test you not only just on what you read, but also on what you understand. This is an important distinction. Exactly as described in the Listening Section, the best way to improve your Reading score is to take a more active approach. **'Active Reading'** is a skill that can be developed with practice. Do you remember how to interview the passage while you read to be a more active reader? Remember, to answer the questions correctly you must **'interview'** the passage, that is, ask the passage questions that will reveal the important points in the passage.

Questions we should ask the passage:

WHAT? – What is the passage about?
WHO? – Who are the important people in the passage?
WHY? – Why are they saying what they are saying?

On the following pages are some sample exercises that will help you to be a better active reader and interviewer of the passage.

Copyright © 2016 iTEP International, LLC.



READING
Part 1

BUILDING SKILLS:
Reading Part 1
Example A (iTEP SLATE)

I'm not very happy with my schedule of classes this year. I have algebra right after lunch. And right after I eat lunch, I always feel really tired. On Monday, I actually fell asleep during class! Last year, my mathematics class was at 8 o'clock in the morning, and I had a study period after lunch. I feel a lot fresher in the morning, and I got a really good grade in math last year. I'm going to talk to my advisor this afternoon to try to change my schedule.

WHAT IS THE PASSAGE ABOUT?	A person is not happy.
WHAT IS HER PROBLEM?	She has more energy in the morning than she has after lunch.
WHO IS SHE?	She never directly tells us, but we can infer that she must be a student.
WHY?	She explains that she needs to fix her schedule.

One extra tip: If there is a problem mentioned in the passage, read further to see if a possible solution is presented.

Reading Part 1 - Example Question

What problem does the speaker have?

a) She failed her math class last year.
b) She doesn't have enough time to eat lunch.
c) She feels sleepy during her math class.
d) She doesn't know her advisor very well.



Correct Answer = C

The reader knows that the speaker is worried about math because the class takes place after lunch when the speaker is tired. Choice C is the best answer.

Copyright © 2016 iTEP International, LLC.

But just in case you are unsure, look carefully at the other answers, and use Process of Elimination.

A cannot be correct because the passage clearly mentioned that last year, the speaker got a good grade in math.

B was not said in the passage and does not relate to the problem that is the main idea of the passage.

D is not mentioned.

The example above is a **'Catching Details'** question because it asks you about a specific detail presented in the passage. Learning the fundamental skills of 'Interviewing the Passage' and 'Process of Elimination' will be very helpful for these and other types of questions.

Ready to tackle a longer passage?

Let's take a look at an iTEP Academic passage. This passage is a little longer, broken into paragraphs and at a higher reading level than the previous iTEP SLATE example, so we will add a new technique. In addition to **'Interviewing the Passage'** as a whole, we will also briefly interview each paragraph. Once we begin answering the questions, we will continue to use **'Process of Elimination'** as well.

Reading Part 1
Example B (iTEP Academic)
The Wonder of Trees

An oft-quoted American poem begins "I think that I shall never see a poem as lovely as a tree." Most of us take little notice of the wonder of trees, but they offer us great beauty and play an important ecological role in the "biosphere," the interconnected web of life on Earth. To imagine a world without trees would be to imagine a very different, drab, and possibly lifeless, planet.

Ecologically, trees have been an important part of our natural environment since evolving out of plant life about 370 million years ago. Their life-sustaining functions were essential to the further evolution of life on Earth. Trees produce oxygen and absorb carbon dioxide, thus maintaining our atmosphere. They also regulate climate, direct and regulate the flow of water, build and conserve soil, and provide habitat for wildlife.

Copyright © 2016 iTEP International, LLC.

But the great contribution of trees to the beauty of our planet is also worth remarking. The variety and abundance of trees make Earth a planet of brilliant green that complements the blue of the oceans. The two main varieties of trees, "deciduous" and "evergreen," contribute to this beauty in different ways. Deciduous trees shed their leaves for part of the year. Evergreens stay green all year long. The lushness of Earth is also a result of the abundance and staying power of trees. There are estimated to be approximately 100,000 species of trees today. Most of them are in the tropics. The Amazon Rainforest alone is home to thousands of tree species. Trees can live for thousands of years and grow quite large. A tree in Sweden is considered the oldest, at over 9,500 years of age. The tallest tree in the world is thought to be a Coast Redwood in California's Redwood National Park. It stands over 115 meters tall.

Now let's take a few notes:

What is the passage about? _____

_____

_____

Who/What is mentioned in the passage? _____

_____

_____

Is there a problem or solution mentioned? _____

_____

_____

Let's read it a second time, but this time we are going to map the passage according to paragraphs. Each paragraph indicates a new idea presented by the speaker, so it's helpful to use the structure provided by the writer. Let's look at the passage like it's a map, and try and figure out how the information is organized. Remember, you won't be able to write down **EVERYTHING**. Just do your best to quickly write a few notes about what you think is most important and what you think the main idea is.

Copyright © 2016 iTEP International, LLC.

The Wonder of Trees

Paragraph One:
An oft-quoted American poem begins "I think that I shall never see a poem as lovely as a tree." Most of us take little notice of the wonder of trees, but they offer us great beauty and play an important ecological role in the "biosphere," the interconnected web of life on Earth. To imagine a world without trees would be to imagine a very different, drab, and possibly lifeless, planet.

Paragraph Two:
Ecologically, trees have been an important part of our natural environment since evolving out of plant life about 370 million years ago. Their life-sustaining functions were essential to the further evolution of life on Earth. Trees produce oxygen and absorb carbon dioxide, thus maintaining our atmosphere. They also regulate climate, direct and regulate the flow of water, build and conserve soil, and provide habitat for wildlife.

Paragraph Three:
But the great contribution of trees to the beauty of our planet is also worth remarking. The variety and abundance of trees make Earth a planet of brilliant green that complements the blue of the oceans. The two main varieties of trees, "deciduous" and "evergreen," contribute to this beauty in different ways. Deciduous trees shed their leaves for part of the year. Evergreens stay green all year long.

Paragraph Four:
The lushness of Earth is also a result of the abundance and staying power of trees. There are estimated to be approximately 100,000 species of trees today. Most of them are in the tropics. The Amazon Rainforest alone is home to thousands of tree species. Trees can live for thousands of years and grow quite large. A tree in Sweden is considered the oldest, at over 9,500 years of age. The tallest tree in the world is thought to be a Giant Sequoia in California's Redwood Forest. It stands over 117 meters tall with a diameter of about 10 meters.

- The first paragraph introduces the main idea, the 'wonder of trees,' which means:
  - Trees! They're beautiful!
  - Trees! They're also really important for the environment and ecology!

Paragraph One: **Trees are beautiful. They're also very important for the environment.**

Copyright © 2016 iTEP International, LLC.

NOTE: When you take notes on the passage on each paragraph, you don't need to use big words or complete sentences. Use words or phrases. Keep your thoughts simple and accurate.

- The second paragraph gives us some facts about how long trees have been on earth and their ecological use. Do we get any new information? Sure, some supporting information, but we don't want to take in too many details. If we take notes on everything we won't understand anything. So, maybe we will just write a couple of things down:
  - Trees add oxygen to the air
  - Trees help to regulate climate

Paragraph Two: **Trees help the environment in many ways; trees make the air better for living things.**

- The third paragraph starts with a small important word – 'but.' Sometimes this word indicates a great contrast, indicating that we are going to learn something we might not expect. Here the author is telling us that even though everything so far has been important, what he considers possibly even more important is about to follow.

Paragraph Three: **Some trees lose their leaves and some don't; their beauty actually helps the environment.**

- In the fourth paragraph we can literally see the supporting facts and numbers, as the writer supports his points with evidence and facts. We don't need to note each fact, but we do need to recognize that we found them in the 4th paragraph. That way when we are asked a question about this detail, we will know where in the passage we can find the answer.

Paragraph Four: **Trees can live a long time and become more beautiful; here are some examples.**

Of course, each test-taker will take slightly different notes. The key is that you take simple, accurate notes and try to determine what is most important **BEFORE** you read the first question.

Let's try a question

Copyright © 2016 iTEP International, LLC.

Reading Part 1
Example B (iTEP Academic)
The Wonder of Trees

Question:
According to the passage, which of the following is an important ecological function performed by trees?

a) contributing to 'evergreen' beauty
b) absorbing carbon dioxide from the atmosphere
c) keeping the Tropics warm
d) connecting the Amazon Rain Forest to Sweden's tall trees

First, we must recognize what type of question this is. It is a Catching Details question. To answer Catching Details questions we must check our notes to determine where in the passage we are going to find the answer. The question asks about a specific benefit of trees, so we can look in the 2nd and 3rd paragraphs:

Ecologically, trees have been an important part of our natural environment since evolving out of plant life about 370 million years ago. Their life-sustaining functions were essential to the further evolution of life on Earth. **Trees produce oxygen and absorb carbon dioxide, thus maintaining our atmosphere.** They also regulate climate, direct and regulate the flow of water, build and conserve soil, and provide habitat for wildlife.

Okay, so we've worked on 'Interviewing the Passage,' finding the information in the passage we need to find the correct answer and now let's use 'Process of Elimination' to get rid of wrong answers.

If we scan carefully, we will find our answer in the middle of the paragraph.

- **Choice B:** The passage tells us that trees absorb carbon dioxide.

But let's use 'Process of Elimination' to check the other choices to be sure.

Use 'Process of Elimination' or cross out the answers you know are wrong to check each answer choice against the passage.

- **Choice A:** Though the passage mentions the term 'evergreen,' it never defines 'evergreen beauty' or directly ties it to trees.

Copyright © 2016 iTEP International, LLC.

- **Choice C:** Though the passage mentions the 'tropics,' if anything, it says that trees help to cool down the Tropics, not make them warm.
- **Choice D:** The passage mentions both Sweden and the Amazon, but in no way makes a connection using trees. Just how would those trees get across the Atlantic Ocean?

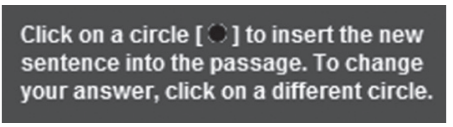
Next, let's try another type of question that we will see on the iTEP. It's called the Sequence Question.

THE SEQUENCE QUESTION

Question 1

The Reading Section of the iTEP test evaluates not only your ability to read for comprehension and understanding, but also your ability to put ideas together. To do well on the test, you must be able to make connections in English, and to put together related ideas and concepts in their correct order. This order is also called a sequence. An essay or passage must follow a logical, coherent order to make it easy for the reader to understand the point.

Here is an example of the second type of question in **Reading Part 1**, a **'Sequence Question'.** You will be presented with a new sentence to add to the passage, and you will be given four options to select where the sentence would be most appropriate. Instead of answer choices, this box will appear and you **click on the circle** to select your answer:



Here is the new sentence:

This process is familiar to many of us who look forward each year to the beautiful autumn foliage as the leaves change from green to gold and red.

Where would this sentence most logically occur in relation to the marked sentences in the passage?

But the great contribution of trees to the beauty of our planet is also worth remarking. ***A** The variety and abundance of trees make Earth a planet of brilliant green that complements the blue of the oceans. The two main varieties of trees, "deciduous" and "evergreen," contribute to Earth's beauty in different ways.

Copyright © 2016 iTEP International, LLC.

Deciduous trees shed their leaves for part of the year. ***B** Evergreens stay green all year long. ***C**

The lushness of Earth is also a result of the abundance and staying power of trees. There are estimated to be approximately 100,000 species of trees today. Most of them are in the tropics. The Amazon Rainforest alone is home to thousands of tree species. Trees can live for thousands of years and grow quite large. ***D** A tree in Sweden is considered the oldest, at over 9,500 years of age. The tallest tree in the world is thought to be a Giant Sequoia in California's Redwood Forest. It stands over 117 meters tall with a diameter of about 10 meters.

Question 2

Okay, so how should we approach this question?

First, let's quickly look at the sentence:

This process is familiar to many of us who look forward each year to the beautiful autumn foliage as the leaves change from green to gold and red.

Our first clue is in the beginning, 'this process'. The sentence is clearly referring to something—specifically a process—that is introduced or mentioned in the sentence immediately preceding it. Also, the sentence mentions a change in the color of the leaves. So, the following sentence must clearly connect with that idea of change. Let's look at the section of the passage that includes these choices:

But the great contribution of trees to the beauty of our planet is also worth remarking. ***A** The variety and abundance of trees make Earth a planet of brilliant green that complements the blue of the oceans. The two main varieties of trees, "deciduous" and "evergreen," contribute to Earth's beauty in different ways. Deciduous trees shed their leaves for part of the year. ***B** Evergreens stay green all year long. ***C**

The lushness of Earth is also a result of the abundance and staying power of trees. There are estimated to be approximately 100,000 species of trees today. Most of them are in the tropics. The Amazon Rainforest alone is home to thousands of tree species. Trees can live for thousands of years and grow quite large. *D A tree in Sweden is considered the oldest, at over 9,500 years of age. The tallest tree in the world is thought to be a Giant Sequoia in California's Redwood Forest. It stands over 117 meters tall with a diameter of about 10 meters.

A) Choice *A does not allow 'this process' to have any reference, and so cannot be correct.
B) Choice *B follows a sentence about trees shedding their leaves. This is clearly a process, since the other types of trees we are told about (evergreens) do not

Copyright © 2016 iTEP International, LLC.

change color. This must be the process being referred to in the new sentence. Choice *B is correct.

C) Trying the new sentence out in positions *C and *D doesn't work. Neither of the preceding sentences talks about a process that could involve the change of color.

Reading Part 1

Example C (iTEP Academic)

Excerpt from 'The History of Compact Discs'

Though the introduction of the CD generated large revenues for the record industry for a fifteen-year period, eventually the advancement of digital technology led to widespread music sharing that caused revenues to drop dramatically.

Question 1

The word 'dramatically' as used in the passage means:

a) showily
b) pertaining to theater
c) heightened
d) in a steep way

Okay, this is a more specific question that you are sure to see on the iTEP. It is called a 'Vocabulary Question.' It's important to remember that this question isn't asking for a strict definition of a certain word—in this example, the word 'dramatically'—but rather how the word is used in the passage. In English, as in most other languages, the specific meaning or intent of a word can vary according to its context or, in other words, the situation in which it's used.

The best way to answer this type of question is to go directly to the passage to understand how the word is being used. Let's look at the example in the question:

Though the introduction of the CD generated large revenues for the record industry for a fifteen-year period, eventually the advancement of digital technology led to widespread music sharing that caused revenues to drop **dramatically.**
If we were to eliminate the word 'dramatically,' what could we replace it with?

Though the introduction of the CD generated large revenues for the record industry for a fifteen-year period, eventually the advancement of digital technology led to widespread music sharing that caused revenues to drop _____.

Copyright © 2016 iTEP International, LLC.

The sentence is explaining that although the revenues increased for a certain period of time, eventually those revenues decreased, and did so rather quickly. So, to answer the question, we could say, 'in a quick way.'

The word '~~dramatically~~' 'in a quick way' as used in the passage means:

a) showily
b) pertaining to theater
c) heightened
d) in a steep way

Let's use 'Process of Elimination,' or cross out the answers we know are wrong, to check each answer choice against the passage.

- **Choice A:** 'Showily,' to do in a fancy manner; does not mean 'dropped in a quick way.' Eliminate Answer Choice A
- **Choice B:** 'Pertaining to theater' is a reference to a different meaning of drama. It does not mean 'dropped in a quick way.' Eliminate Answer Choice B
- **Choice C:** 'Heightened' does not entirely indicate a change or a drop, so it is not the right answer. Eliminate Answer Choice C
- **Choice D:** In a steep way' is similar to 'in a quick way' and is the correct answer. Choose Answer Choice D.



READING
Practice Exercises – Part 1

Here are some additional examples for you to practice. Answers are provided in Appendix B.

The Greeting Card Industry

While certain industries seem to thrive and then disappear according to the whims of ever-changing markets, the greeting card industry has shown incredible staying power. In the United Kingdom, for instance, it is estimated that the average person sends 55 cards per year, generating over a billion pounds per year in revenue.
The custom of sending greeting cards can be traced back to the ancient Chinese, who exchanged scrolls with New Year's messages. By the 15th Century handmade paper greetings were exchanged in Germany and soon throughout other parts of Europe.
***A** In the 19th Century, due in large part to the proliferation of printing presses and inexpensive postage rates, greeting cards became very popular. Christmas card companies began hiring artists as designers for mass-produced cards featuring

Copyright © 2016 iTEP International, LLC.

their illustrations. ***B** Today cards range from classic, simple messages to timely, humorous cards that mock popular figures.***C**
Even as email has largely replaced traditional mail for communication in many instances, most people have retained their appreciation of traditional cards for special occasions. ***D** As long as people wish to send messages of good cheer to help celebrate birthdays, anniversaries, weddings, and births as well as major holidays on a folded card with a printed funny message, the industry will continue to thrive.

Practice Exercise - Question 1:

The word 'range' as used in the passage probably means:

a) distance
b) position
c) vary
d) are created

Practice Exercise - Question 2:

Where would the following sentence most logically occur in relation to the marked sentences in the passage? (*A, *B, *C or *D)

"Soon it became common for people to send cards for birthdays and other celebrations."

Let's quickly review the skills you've learned to this point:

- Read actively – take notes by 'Interviewing the Passage'
- Map the passage by paragraph
- Match your notes to answers
- Use 'Process of Elimination' to cross out wrong answers that don't match

Ready for a longer passage? Here we go. To get you started, we've included spaces for you to take notes.

Copyright © 2016 iTEP International, LLC.



READING
Part 2

BUILDING SKILLS
Reading Part 2
Example A (iTEP Academic)

Taxonomy and Scientific Knowledge

Paragraph One:
Most people think of science as a set of facts about the world. But more fundamental to science than the facts are the methods. In fact, many theorists believe that it is not objective reality that steers science, but rather the method of science that determines what we come to know as real. This reversal of what is commonly thought is exemplified by the development of taxonomy, the method of identifying and classifying organisms. Modern taxonomy, primarily developed by Carolus Linnaeus in the 18th century, initially gave scientists a greater and more precise knowledge of nature. Today, however, taxonomic advances have led scientists to question what they thought they knew about basic biological reality.

Paragraph Two:
Taxonomy has been in use since Aristotle's work in the fourth century B.C.E. But early taxonomies were not very scientific. Many contained such mythological creatures as griffins right alongside existing animals. Further, it was thought that offspring could be produced by mating completely different creatures, like a lion and a bird. Aristotle, himself, used reason, rather than observation, to divide animal life into two basic groups: animals with vertebrae (or backbones), and those without. Although this system proved inaccurate, it wasn't until Linnaeus' work that empirical observation became the basis for a modern taxonomy that excluded creatures of fantasy.

Paragraph Three:
The movement toward a more modern system took its first big step in the 17th century with naturalist John Ray's definition of the concept "species." A species is a group of organisms capable of reproduction. The result will be an individual similar to the parents and also capable of reproducing. Armed with this definition, Linnaeus was able to catalog over 4,000 species of animals and over 7,500 species of plants. He began with plant-life, dividing plants into species based on the number of pistils and stamens (the sexual organs) of each plant. This method allowed other botanists to contribute to the taxonomy. They simply had to observe and count, and a new specimen was added. Thus, biological knowledge grew tremendously.

Copyright © 2016 iTEP International, LLC.

Paragraph Four:

However, since Linnaeus' time, biology has developed new taxonomic systems. One such example, cladistics, makes use of genetic analysis to classify organisms based on evolutionary descent (parent and child), rather than observable features. The problem is that this system has revealed relationships that are quite different from those of Linnaean taxonomy. Furthermore, organisms have been discovered that violate the rules of species inclusion. An example is where one organism may be able to reproduce with a second organism; the second organism is capable of reproducing with a third organism; but the first and third cannot reproduce with each other. These and other surprises have scientists today questioning whether we understand species at all. Do species actually exist in nature, or only in our taxonomies? Perhaps this question will lead to new methods and technologies that will, in turn, radically change the nature of reality as we know it.

Let's take a few notes:

What is the passage about? _____

_____

_____

Who/What is mentioned in the passage? _____

_____

_____

Is there a problem or solution mentioned? _____

_____

_____

Okay, let's start working on the passage. The main idea of this passage is somewhat difficult. It seems to be that in the world of science, method is more basic and important than facts or reality. The introduction makes the further point that this is a 'reversal of what is commonly thought.' It's important to note that the writer is noting a change, or contrast.

NOTE: Though the content of passages on the iTEP will vary from one test to another, the passages themselves will **ALWAYS** contain strong elements of contrast and change. The questions based on the passage will focus on your ability to understand the contrast between two or more ideas.

Copyright © 2016 iTEP International, LLC.

Perhaps our notes might look something like this:

WHAT IS THE PASSAGE ABOUT?	Taxonomy
WHO/WHAT IS MENTIONED IN THE PASSAGE?	Linnaeus and modern taxonomists
IS THERE A PROBLEM OR SOLUTION MENTIONED?	Yes there are new taxonomy systems mentioned in the last paragraph.

Paragraph One:

Taxonomy used to be one thing, but now it might be something else.

Paragraph Two:

Aristotle began taxonomy; he classified animals and strange 'unreal' creatures.

Paragraph Three:

Linnaeus made a big improvement on Aristotle's work

Paragraph Four:

Linnaeus wasn't perfect, and today biologists make even more improvements.

Okay, let's try some questions!

Copyright © 2016 iTEP International, LLC.

Reading Part 2 - Example A Question 1

The word 'mythological' as used in the second paragraph most closely means the same as:

a) inspiring
b) religious
c) old-fashioned
d) unreal



Correct Answer = D

This is an example of a common vocabulary 'in context'

Many contained such _____ creatures as griffins, right alongside existing animals.

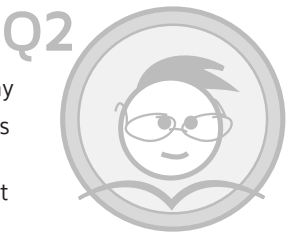
The original sentence contrasts mythological with existing, so it is logical that mythological means not real or non-existent.

The correct choice is D) unreal, which is also the opposite of existing or real. A further clue comes at the end of the paragraph when we are told that modern taxonomy excluded 'creatures of fantasy.' This also supports choice D, since fantasy is what is not real, but rather made-up or unreal.

Reading Part 2 – Example A Question 2

Question: The author mentions the example of 'cladistics' in the last paragraph in order to:

a) show how a new taxonomic method leads to new views of reality
b) provide an example of Linnaean taxonomy
c) show how John Ray's definition of species still holds true
d) show how the theory of evolution has not really been proven



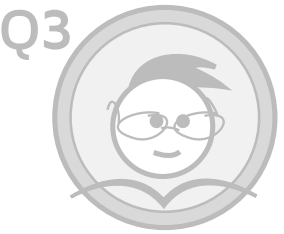
This question is a Synthesis question, and you can also think of it as a 'Why?' question. Why does the author mention 'cladisitics' in the last paragraph? Use your map of the Passage to help you find the best answer. Check your notes for Paragraph Four, and then scan the paragraph and determine how mentioning 'cladisitics' supports the author's argument and thesis.

One part of our notes was 'biologists make more improvements.' – The clearest answer choice is 'A,' which indicates that the author uses 'cladistics' to support the idea that the science of taxonomy is still changing.

Copyright © 2016 iTEP International, LLC.

Okay, let's move on to the next question. It is a Sequence question. You may recall from the 'Trees' passage a few pages ago that Sequence questions require us to insert a new sentence into the passage, so we need to grasp the flow of ideas in the passage.

Reading Part 2 – Example A Question 3



Click on a circle [●] to insert the new sentence into the passage. To change your answer, click on a different circle.

Below is an example of the second type of question in Reading Part 2. After reading the passage, insert the new sentence in the passage where it makes sense.

Thus, a horse and a donkey, although appearing similar, are not the same species, since their mating leads to a sterile animal, the mule.

Taxonomy and Scientific Knowledge

Most people think of science as a set of facts about the world. But more fundamental to science than the facts are the methods. In fact, many theorists believe that it is not objective reality that steers science, but rather the method of science that determines what we come to know as real. This reversal of what is commonly thought is exemplified by the development of taxonomy, the method of identifying and classifying organisms. Modern taxonomy, primarily developed by Carolus Linnaeus in the 18th Century, initially gave scientists a greater and more precise knowledge of nature. Today, however, taxonomic advances have led scientists to question what they thought they knew about basic biological reality.

Taxonomy has been in use since Aristotle's work in the fourth century B.C.E. But early taxonomies were not very scientific. Many contained such mythological creatures as griffins, right alongside existing animals. Further, it was thought that offspring could be produced by mating completely different creatures, like a lion and a bird. **•A** Aristotle, himself, used reason, rather than observation, to divide animal life into two basic groups: animals with vertebrae (or backbones), and those without. Although this system proved inaccurate, it wasn't until Linnaeus' work that empirical observation became the basis for a modern taxonomy that excluded creatures of fantasy.

Copyright © 2016 iTEP International, LLC.

The movement toward a more modern system took its first big step in the 17th Century with naturalist John Ray's definition of the concept "species." A species is a group of organisms capable of reproduction. The result will be an individual similar to the parents and also capable of reproducing.***B** Armed with this definition, Linnaeus was able to catalog over 4,000 species of animals and over 7,500 species of plants. He began with plant-life, dividing plants into species based on the number of pistils and stamens (the sexual organs) of each plant. This method allowed other botanists to contribute to the taxonomy.***C** They simply had to observe and count, and a new specimen was added. Thus, biological knowledge grew tremendously.
However, since Linnaeus' time, biology has developed new taxonomic systems. One such example, cladistics, makes use of genetic analysis to classify organisms based on evolutionary descent (parent and child), rather than observable features. The problem is that this system has revealed relationships that are quite different from those of Linnaean taxonomy.***D** Furthermore, organisms have been discovered that violate the rules of species inclusion. An example is when one organism may be able to reproduce with a second organism the second organism is capable of reproducing with a third organism but the first and third cannot reproduce with each other. These and other surprises have scientists today questioning whether we understand species at all. Do species actually exist in nature, or only in our taxonomies? Perhaps this question will lead to new methods and technologies that will, in turn, radically change the nature of reality as we know it.

Correct Answer = B

Okay, where do we start? First, let's determine the meaning of the inserted sentence.

Thus, a horse and a donkey, although appearing similar, are not the same species, since their mating leads to a sterile animal, the mule.

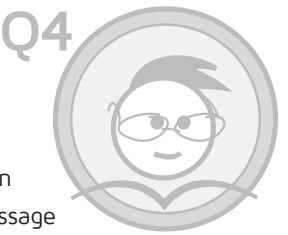
- **Main idea:** Horses and donkeys are two different species because they produce offspring that cannot reproduce.

Also, we need to look at our first word, 'Thus.' This word tells us that by inserting our sentence we are concluding a thought that was established in the sentence directly preceding it, so it should follow an explanation of species and reproduction.

Copyright © 2016 iTEP International, LLC.

- Although answer choice A mentions mating different animals, it mentions an absurd, impossible coupling of 'a lion and a bird,' so this cannot be the right choice.
- Answer choice B follows a sentence about the relationship between reproduction and species. Our inserted sentence makes a distinction between 'species' and 'mating,' so it fits logically.
- The sentence immediately preceding answer choice C discusses botanists and taxonomy, and then connects to a sentence beginning with 'they,' so it is incorrect.
- Answer choice D refers to problems in the system of Linnauan taxonomy, and does not mention 'mating' in any way.

Reading Part 2 – Example A Question 4



Now let's take a look at one more type of question that we can expect to see on the iTEP test. This question tests your ability to understand the main idea of the passage. While Catching Details questions ask you to focus on specific sections of the passage, this next type of question —the Main Idea—requires you to think of the message of the passage as a whole. Interviewing the passage will help you to answer this type of question:

The following is a sentence that begins a summary of the main points of the passage:

Most people think that science is a body of facts about the world, but more basic to science than facts are the methods used to obtain them. Continue the summary by **choosing 3 of the 6 sentences** below that best represent the underlined MAIN points in the passage. Mark three answers by selecting the appropriate checkboxes. To change an answer, click again on that checkbox to remove the check mark.

1. Aristotle was the first to use taxonomy to classify organisms.
2. Taxonomy is an important scientific method that distinguishes between fantasy and reality.
3. Three different points in the historical development of taxonomy--ancient,

Copyright © 2016 iTEP International, LLC.

Linnauan, and contemporary--gave scientists three different understandings of the facts.

4. More specifically, the concept of species changed with each new development in taxonomic method.
5. John Ray gave us the best and most precise definition for the concept of species.'
6. The historical development of taxonomy provides an example of how the scientific method determines facts about the world.

Let's use 'Process of Elimination' to sort through the answers.

Sentence number 1 is very specific and refers to one detail. It is not grasping the passage as a whole.

Sentence number 2 is general, but not entirely accurate.

Sentence number 3 provides a good overview of the content of the passage.

Sentence number 4 gives a general, accurate impression of the thesis in the passage.

Sentence number 5 only discusses the specific contribution of one person.

Sentence number 6 provides a good overview of the development of the Main Ideas in the passage.

Now we must select 3 out of the 6 sentences that we believe best represent the Main Idea. We should keep the following in mind:

- main points of the passage,
- differences between main ideas and supporting details,
- main ideas expressed in different words,
- and the author's purpose

Which sentences express main ideas?

#3, #4, and #6 demonstrate main ideas.

#1, #2 and #5 express only supporting details.

Way to go! You're just about done with your Reading Prep for the iTEP. For practice, we've provided one more passage with (6) six questions from a genuine iTEP test. Get ready and attack this section just like you would the real iTEP. Answers can be found in Appendix B. Good luck!

Copyright © 2016 iTEP International, LLC.



READING
Practice Exercises - Part 2

Homing Pigeons

The homing pigeon is a variety of domestic pigeon capable of finding its way home over extremely long distances. This species of pigeon can fly distances of up to one thousand miles to return to its own nest, making it extremely reliable for carrying messages.

The practice of using pigeons to carry messages goes back over 3000 years. When these pigeons were used as "carrier pigeons," they carried small messages written on light, thin paper that was rolled into a small tube and attached to the leg of the bird.

One of the earliest recorded instances of carrier pigeons was when they were used to relay the results of the original Olympic Games in ancient Greece. Records show they may have been used even earlier than that in Egypt and Persia. When the outcome of the Battle of Waterloo was decided, the news was first delivered by a pigeon. In 1860, Reuters, founder of the Reuters News Service, used a fleet of 45 pigeons to carry news messages. As recently as the early 20th century pigeons were used prominently in World War 1 and one was even awarded a medal for delivering vital messages despite being badly injured.

It is the carrier pigeons' natural instincts, combined with their special navigational abilities that make them uniquely qualified to serve as dependable messengers. The birds rely upon a combination of methods to orient themselves and return to their homes, including using what is called a "map and compass" system. Relying on the sun, a pigeon may locate itself using an innate compass and direct itself to its "home site." Pigeons can only, however, return to one place that they recognize as home. Thus to have an effective "mail" system, one would need a stock of pigeons separated from their home, and they would only be capable of delivering "mail" to that single location.

In addition to gauging its position by the sun, a carrier pigeon may also use "olfactory" navigation, detecting the spatial distribution of atmospheric odors, as well as visual landmarks that guide them as they near their homes. Some research has even shown that homing pigeons navigate by following roads, avenues and structures, essentially guiding themselves in the same way that people do.

Certain bird experts, however, were not satisfied that the carrier pigeons only used superior sight and smell to find their way. University researchers tested an alternate theory, that the birds can actually detect the Earth's magnetic field. In testing their hypothesis, the researchers discovered that certain pigeon breeds were confused by

Copyright © 2016 iTEP International, LLC.

magnetic irregularities in the Earth's atmosphere, while others were not affected. In this century, however, the use of homing pigeons has practically disappeared, as they have been rendered obsolete by the spread of digital technology. They were last utilized in certain relief areas when natural disasters had dismantled communications infrastructure. But as more and more areas become populated the need for an older, though reliable, messenger service has vanished.

Practice Exercise - Question 1:

The word 'innate' as used in the passage probably means:

a) evolutionary
b) instinctive
c) preternatural
d) flying

Practice Exercise - Question 2:

The passage mentions the 'single' location in paragraph 4 to emphasize:

a) pigeons mate for life
b) the limitations of pigeon mail
c) the effect of sunlight on pigeons' navigation
d) the effect of the magnetic field on pigeons' navigation

Practice Exercise - Question 3:

It can be concluded from the passage that:

a) Not all carrier pigeons can detect the Earth's magnetic field.
b) All pigeon species can carry messages.
c) Pigeons have more than one nest.
d) The field of carrier pigeon research has recently expanded.

Practice Exercise - Question 4:

The passage attributes the decrease in the use of carrier pigeons to:

a) lack of proper research
b) changes in natural habitat
c) changes in the Earth's magnetic field
d) improvements in communications technology

Copyright © 2016 iTEP International, LLC.

Practice Exercise - Question 5:

It can be understood from the passage that the idea of 'homing':

a) can refer to all bird species
b) relies only on 'olfactory' senses
c) is an important quality of certain pigeon species
d) was first introduced in Ancient Greece

Practice Exercise - Question 6:

What is the purpose of mentioning Egypt and Persia in paragraph 3?

a) to demonstrate the great distances that pigeons can fly
b) to show places where pigeons have been used by armies
c) to illustrate how the use of carrier pigeons has changed
d) to give an example of the earliest uses of carrier pigeons

READING - General Skill Development and Take-Aways

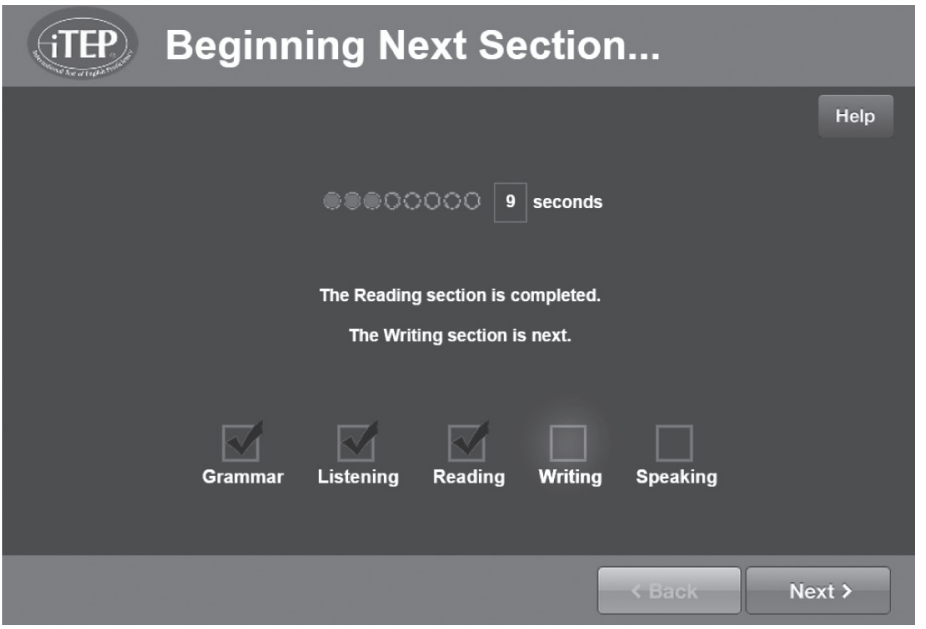
- Questions about the reading passages will be written on the screen but not spoken.
- Use reading skills to understand the questions and to increase your understanding of the selection.
- Know the directions beforehand.
- Know the question types beforehand.
- All questions are multiple-choice.
- Longer main idea questions require three answers.
- Use the process of elimination and cross out all incorrect answers.
- Interview the Passage:
  - o use active reading strategies;
  - o map the passage by paragraph;
  - o take simple and accurate notes, then match them with the answers.
- Notes should include the following elements:
  - o what the passage is about;
  - o who are the important people mentioned;
  - o why are they saying what they are saying;
  - o the problem and its possible solution;
  - o the main idea for each paragraph.

Copyright © 2016 iTEP International, LLC.

The next two sections are performance assessment sections that require you to produce actual writing and speaking samples. On the actual official iTEP tests, the writing and speaking submissions will be evaluated by trained graders who use a standardized rubric to rate the overall quality of your responses. Your skill at communicating a clear, coherent, relevant message on a specified topic is what is being evaluated. Specific aspects of good writing and good speaking that contribute to the graders' overall evaluations will be discussed in each section below.



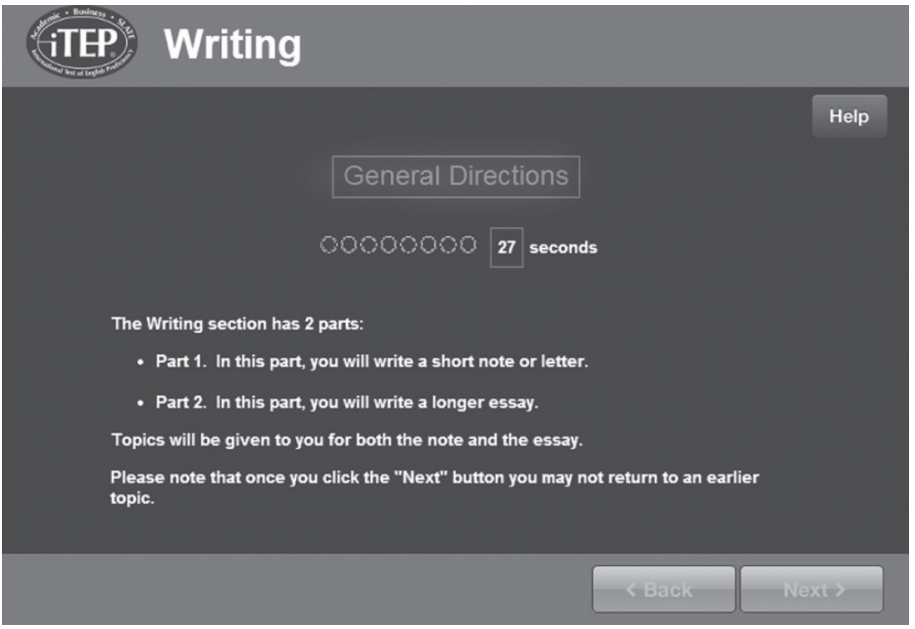
WRITING
Skill Development and Exercises



WRITING - GENERAL OVERVIEW

The iTEP **Writing Section** is a challenging section that requires many of the basic language skills already discussed, but also requires you to use your English skills even more. For the **Writing Section** you will be asked to supply your own opinions on topics and use reasons to support your position. In doing so, you will demonstrate your English proficiency. Your preparation in **Grammar, Listening, and Reading** up to this point will provide strong support for your effort in the **Writing Section**.

Copyright © 2016 iTEP International, LLC.

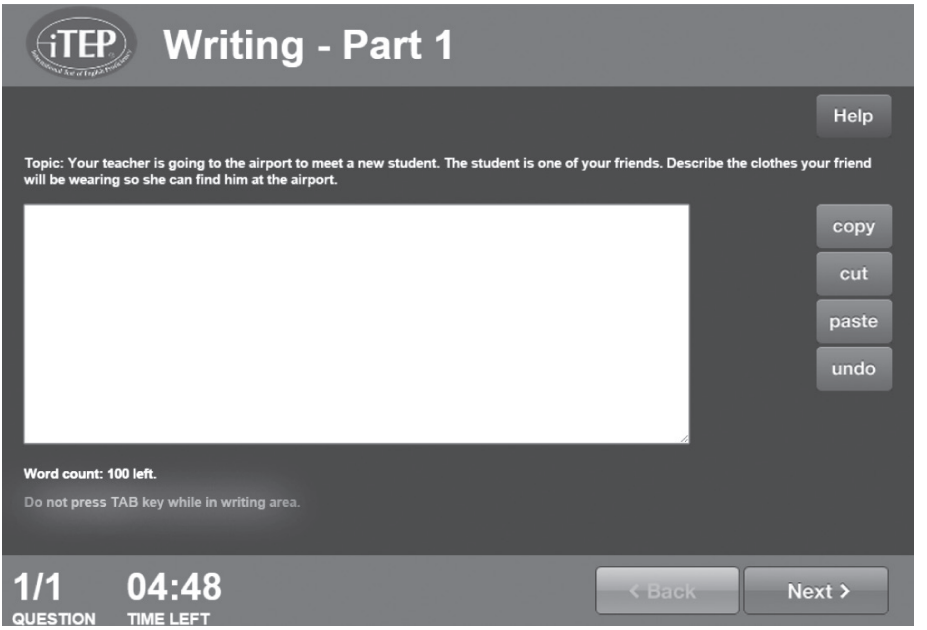


WRITING - GENERAL DIRECTIONS

You have a total of 25 minutes to complete the Writing Section. For **Part 1** of the Writing Section you will be presented with a simple situation or topic about which you will be asked to write a short note or letter. For **Part 2** of the Writing Section you will be asked to write a longer essay expressing an opinion on a topic, and you will be expected to support your answer. Once you are finished, you must click **'Next.'** Once you click on **'Next'** you cannot return to the previous question.

Copyright © 2016 iTEP International, LLC.

This is the screen for the Writing Section:



NOTE: You cannot exit the iTEP test screen at any time during the exam.



WRITING
Part 1

PART 1 DIRECTIONS

For Writing Section 1 you will be asked to write a short note or letter (50-75 words) to respond to a simple situation or topic. Type your answer on the keyboard. You have 5 minutes to complete the task. You must click **'Next'** to indicate that you have finished. Once you click on **'Next'**, you cannot return to the question.

BUILDING SKILLS: WRITING

Your score for the Writing Section is based on the following criteria:

- Accuracy and appropriateness – does your response answer what is specifically asked in the question? It is very important that you, the test-taker, demonstrate that you comprehend the assignment in order to avoid producing an irrelevant, off-topic, or inappropriate response.
- Ability to construct, express and support an opinion, not on the opinion itself.

Copyright © 2016 iTEP International, LLC.

- Although you are being asked to express your opinion, it's important to understand that there are no 'right' or 'wrong' answers.
- Vocabulary and sentence structure – are you able to use a combination of independent and dependent clauses to form your sentences?
- Development of idea – do you come to a point?
- Grammar - are your responses grammatically correct?

BUILDING SKILLS
Writing Part 1
Example A

Below is an example of the type of topic you may see on the test.

Writing Part 1 - Example A

Think of your favorite book. Write a note to the author telling him or her that you are a big fan.



Here is a sample response:

Dear Andrew McCall-Smith,
I am a big fan of your book **The Number One Ladies Detective Agency.** The character of Mama Ramotswe and the details about her daily life have given me a sense of what it would be like to live in Botswana. I especially enjoyed learning that she has the same feelings about her country, her life, and her family that I do. Thank you for such a wonderful lesson about human nature.
Sincerely,
James Myers

Evaluation of the response:

The example above is a strong response and would likely score well. It is specific and appropriate. The writer clearly feels strongly about the book he has chosen to write about, and he clearly and concisely explains his reasons for feeling that way. Note that she also finishes the letter with a quick and genuine appreciation of the author's work.

Okay, now it's your turn. If you saw this prompt on your test, what would you write?

Copyright © 2016 iTEP International, LLC.

To start, remember a few things:

- The letter should be appropriate to the topic, situation, and addressee, but do not focus on structuring the letter properly with date, address, etc.
- Pick an enjoyable book and think about what makes it enjoyable.
- Write a few notes as ideas come to you—you can use paper or type them quickly on the screen, then erase them once you've typed the response.
- Consider a few key details and include:
  - the main character
  - the setting
  - the lessons you may have learned
  - specific images from the story that you can't forget
- Try to make sure your sentence structure and word choice are varied.
- Proofread your letter to so that there are no serious problems with grammar and mechanics that impede understanding.



WRITING
Practice Exercises – Part 1

- Read each question.
- Write down a few notes.
- Plan and write a response in 5 minutes.

Practice Exercise 1:

Think of one your favorite teachers. Write a note to him or her asking for a recommendation for you to get into a school or program where you are applying.

Practice Exercise 2:

Think of a place where you would like to work. Write a letter to the company, asking for a part-time job.

Practice Exercise 3:

Write about a place that you would like to visit one day. What makes it special to you?

Copyright © 2016 iTEP International, LLC.



WRITING
Part 2

PART 2 DIRECTIONS

In the Writing Part 2 Section you will be required to write an essay of 175-225 words (maximum 250 words) expressing an opinion on the given topic. To score well, you must give reasons and examples to support your opinion. You will type your essay using a keyboard, and you will be allowed 20 minutes to complete the assignment. Once you have completed your writing, you must click **'Next'** to show completion of the writing sample. Once you have clicked on **'Next'**, you cannot make any more changes.

BUILDING SKILLS
Writing Part 2
Example A

The writing required for Writing Part 2 is considered **'persuasive'** writing and is common in academic settings. Students will always be asked to form arguments based on evidence and previously stated positions. The ability to support an opinion is also important to success in the business world. Effective writing comes from planning and preparation. When preparing to write your argument, think through important points and be sure to support your assertions with reasons. Good persuasive writing requires a plan. It cannot happen by accident. You must logically build an argument that the reader can follow easily.

Writing Part 2 assesses your ability to do the following:

- Express, develop, and support a position
- Support a thesis with clear logic and reasoning

The response will be evaluated on how well the position is expressed and argued, not on its particular viewpoint. A strong response will demonstrate the following:

- A main idea that is clearly stated and presented.
- A response that is relevant to the prompt.
- Organization that is logical and easy for the reader to follow.
- Paragraphs and transitions that show how ideas relate to each other and to the main thesis.

Copyright © 2016 iTEP International, LLC.

Below is an example of the type of prompt you will see on the Writing Part 2 Section.

Writing Part 2 - Example A

Some companies offer students internships to help them gain work experience. Others argue that this takes valuable time away from the student's education. What do you think? Give reasons and examples to support your opinion.



Here is a sample response:

I think that internships are a good way for students, especially college students, to gain valuable on-the-job experience. My experience as a waitress taught me that I am well-suited for a career in restaurant management, which is what I intend to major in at college. Without this on-the- job experience, I wouldn't know how much I enjoyed the atmosphere of a restaurant, or meeting and serving many different people every day. I have some friends who have also decided on their careers because of their summer jobs. One of my friends worked at a newspaper and is now studying journalism at college.

I do believe that it's necessary for the intern to have a level of maturity and some theoretical knowledge if one is to perform well in an internship position and still be a good student. It's difficult to mix work and study, but many students do it successfully. In addition, an internship should not take away from class time, but rather offer the student the opportunity to apply what is learned in class. The value of gaining this type of practical knowledge is recognized by many schools and colleges, since they frequently offer course tax credits for internship work.

In conclusion, internships can be very beneficial as long as they do not replace classroom experience, but instead offer the student a way to apply his or her knowledge and learn whether such a career is the right choice.

Ask yourself: Is this a strong response? Why or why not? According to the tips on the previous page, did this writer follow some of the guidelines for crafting an effective response?

Copyright © 2016 iTEP International, LLC.

STRENGTHS: _____

POSSIBLE IMPROVEMENT: _____

BUILDING SKILLS - WRITING PART 2

Okay, now let's examine this response a little more closely to learn from its strengths.

First, let's consider what preparation this writer may have used before she started writing.

TIP: It's very important to prepare **BEFORE** you write. Just as a pilot would not fly a plane without first preparing a flight plan, no writer should answer a question without first taking a few minutes to plan his response. Although you are not given any additional time for preparation, you should still take at least 2 to 3 minutes to prepare your response by doing the following:

- Re-state the question in your own words to be certain you fully understand the issue.
- Make a few notes about what you may write to support your argument.
- Choose one position based on your ideas.

Here are sample notes that would be good preparation for the response above:

- my experience as waitress -- hotel, restaurant management
- practical knowledge is important
- can learn whether job is really right for the person
- can learn to apply abstract knowledge
- class credit for work experience
- not to replace what is taught in school

Now, let's break down our model response above to learn from its clear structure:

- The thesis is stated in the first sentence.

'...internships are a good way for students, especially college students, to gain valuable on-the-job experience.'

- There are several kinds of support:

Copyright © 2016 iTEP International, LLC.

'My experience as a waitress…'
'One of my friends worked at a newspaper and is now studying journalism at college.'

- Transitions are used to keep the reader informed of their place in the argument.

'In addition, an internship should not take away from class time, but instead offer the student…'

- Clarity of the response is assisted by
  - good use of paragraphs
  - precise word choice
  - varied sentence structure
  - error-free grammar and mechanics.
- The final paragraph summarizes the position and main reasons, and re-states the thesis in a slightly different way.

NOTE: You have a limited time for your response, so be sure to budget some time at the end to write a proper conclusion. Your conclusion is your final expression and the lasting impression for the reader.

Copyright © 2016 iTEP International, LLC.



WRITING
Practice Exercises – Part 2

Try planning and writing an appropriate response in twenty minutes to each question:

- Read each question.
- Plan a response.
- Write down notes.
- Write a response.
- Spend the last two minutes proofreading and making minor edits.

Practice Exercise 1:

Certain countries protect their native industries by imposing heavy tariffs on imported goods. Other countries encourage imports in order to ensure their citizens access to as many goods as possible. Should countries be allowed to impose high tariffs on imports or should all countries allow each other free access to their markets? What do you think? Give reasons and examples to support your opinion.

NOTES:

Copyright © 2016 iTEP International, LLC.

Practice Exercise 2:

Often former government regulators are offered jobs by the industries that they had previously been overseeing. Critics say that this is a conflict of interest, while others say it's not justifiable to restrict individuals' actions once they've left public service. What do you think? Give reasons and examples to support your opinion.

NOTES:

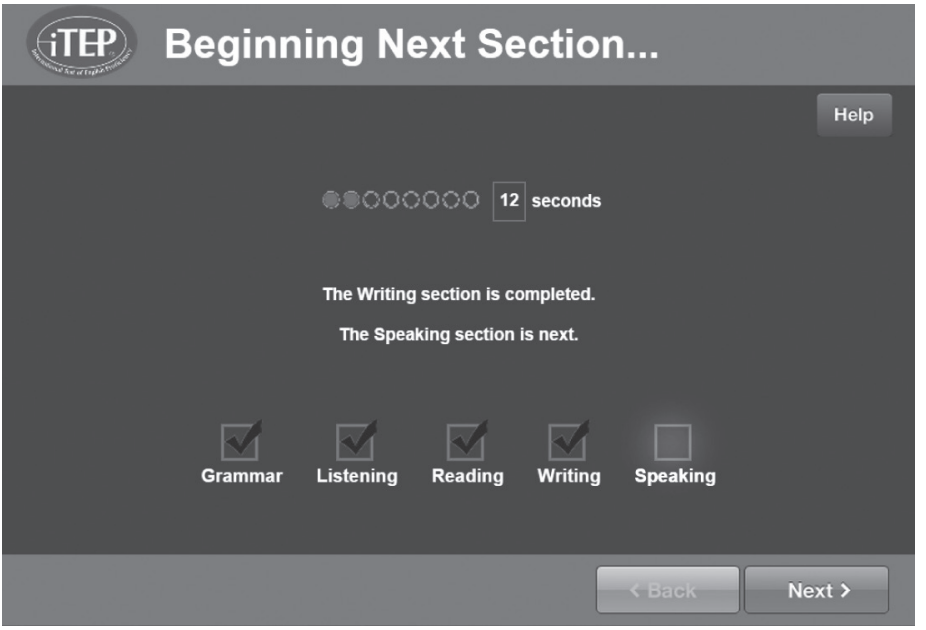
WRITING - General Skill Development and Take-Aways

- Good writing requires clarity.
- Scoring well on the iTEP test requires good preparation.
- Practice forming concise and informative opinions on a variety of subjects.
- Writing uses reading and grammar skills.
- Know the question types and directions before taking the test.
- Read examples of persuasive writing such as newspaper editorials to learn how arguments are constructed.
- Review the Ability Guide's descriptions of writing for each ability level.
- Make sure to write a complete response - one that contains a main idea or thesis, elaboration and support, conclusion, and a clearly stated position with specific examples and details.
- Use transition words to connect ideas within sentences; for longer responses, use paragraphs to indicate new ideas.
- Take a minute or two at the end to proofread your writing for any errors.
- Review your writing and make minor edits before clicking 'Confirm Answer.'

Copyright © 2016 iTEP International, LLC.



SPEAKING
Skill Development and Exercises



SPEAKING - GENERAL OVERVIEW

Speaking is the second type of performance assessment required. Like Writing, Speaking is a pro-active skill that asks you to apply your English language skills by expressing your views and opinions in English. In many ways, Speaking is considered the final key element to demonstrating competent English skills. Whether in a business setting or a classroom, if you are interacting with English speakers, it is imperative that you be able to sufficiently communicate your ideas orally.

In addition to the tangible elements of the Writing Section, the Speaking Section will require you to demonstrate competency in the following:

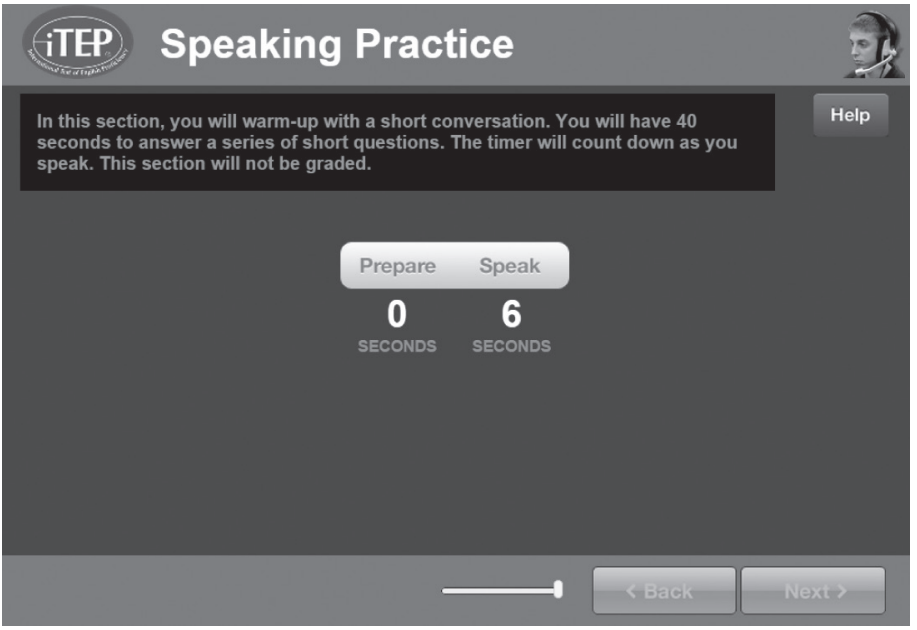
- responding appropriately to the question
- utilizing advanced vocabulary
- pronouncing words and phrases in a clear manner

SPEAKING – WARM-UP SECTION

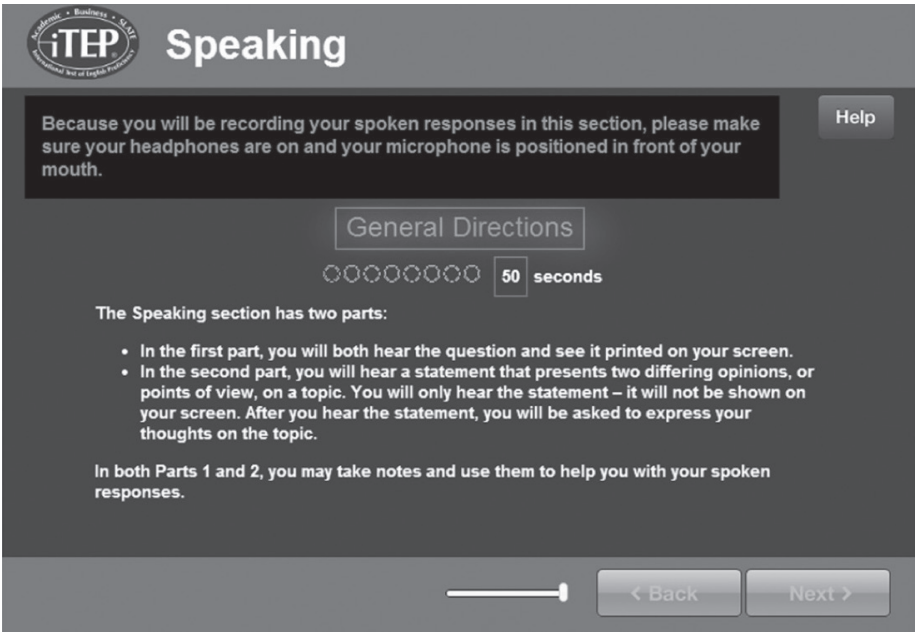
Rather than beginning the graded portion of the Speaking Section immediately, you will be given a chance to answer a few short questions to help you warm up your English speaking. The warm-up questions vary between 6-20 seconds for each

Copyright © 2016 iTEP International, LLC.

question. Again, these warm-up questions **DO NOT** count towards your Speaking score.



SPEAKING - GENERAL DIRECTIONS



Copyright © 2016 iTEP International, LLC.

In **Speaking Part 1** you will hear a question that appears on the screen. You will have 30 seconds to prepare your response and then 45 seconds to speak your response.

In **Speaking Part 2** you will hear a statement offering two different opinions on a topic. In Part 2 the topics **WILL NOT** appear on the screen so be sure to pay close attention when the topic is read aloud. For Part 2 you will have 45 seconds to prepare your opinion on the topic and then you will be given 60 seconds to speak. You cannot go '**Back**' or rerecord any part of the Speaking Section.

NOTE: Your score depends on the clarity of your response. Before you begin, adjust your headphones and make sure your microphone is in the proper position so you can record your response accurately.

BUILDING SKILLS - SPEAKING

Your Speaking score is determined by how clearly and effectively you respond to the prompt.

First, your response must be relevant to the topic. For instance, if the prompt asks you to discuss an important person from history and you choose to talk about your favorite dessert, even if you say many enlightening and informative things about that dessert, your score will be marked down for responding to the wrong topic.

So, to prepare for the test, you want to be sure that no matter what the topic is, you will be able to craft a response that answers the question.

Here are a few tips:

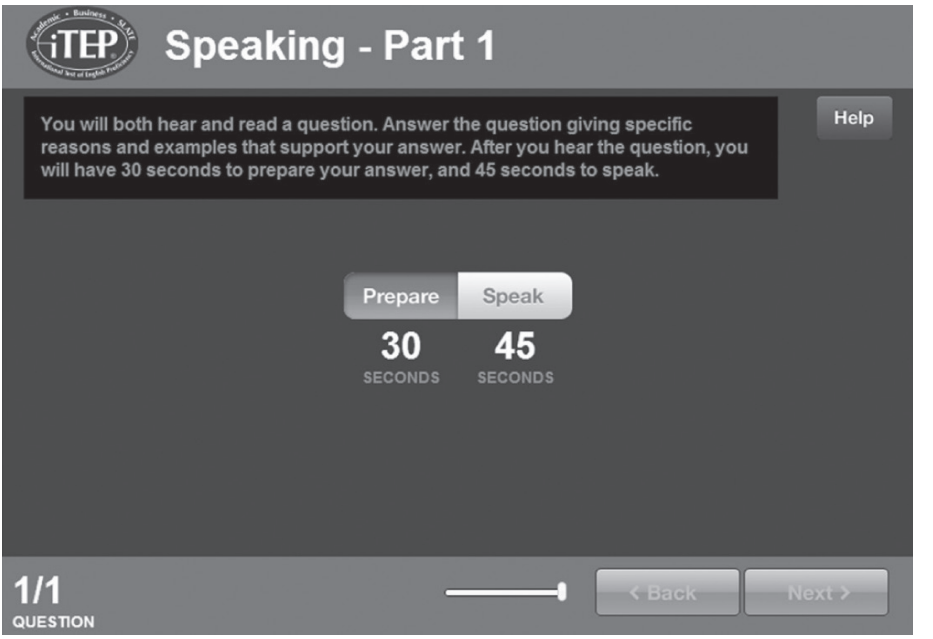
- Give a clear statement that clearly answers the question or topic.
- Explain and support the statement with details and examples.
- Be organized, expressing one idea per sentence.
- Utilize natural, conversational transitions.
- Vary vocabulary and sentence structure.
- Imagine you are actually speaking to someone, preferably a friend or acquaintance.
- There are no right or wrong answers with opinions.
- Errors in grammar, word choice, organization, pronunciation, tone, and ease affect the overall quality, and therefore the score, to the degree that they get in the way of clear communication.

Copyright © 2016 iTEP International, LLC.



SPEAKING
Part 1

DIRECTIONS



In Speaking Part 1 you will hear a question and read it on the screen. You will have 30 seconds to prepare your response and then 45 seconds to actually present your response. Do not speak until the end of the **'Prepare'** time. Time left is shown in the middle of the screen.

BUILDING SKILLS
Speaking Part 1
Example A

Speaking Part 1 asks for a brief response to a more informal, social topic. In many ways it's merely asking you to introduce yourself by sharing an answer to a personal preference. Again, there are no right or wrong answers, so just speak honestly. Choose a simple topic about which you feel comfortable speaking.

On the next page is an example of the type of question you will see in Part 1. You will have 30 seconds to prepare your response and then 45 seconds to speak. You may take notes to prepare your response. It is recommended that you try to use as

Copyright © 2016 iTEP International, LLC.

much of the 45 seconds as possible to respond, so be sure to use your 30 seconds to prepare possible speaking items that are appropriate to the topic.

Speaking Part 1 – Example A

Think of ONE person from history whom you would like to meet. Who is that one person and what would you ask him or her?



Here is a sample response:

Gandhi was always an important historical figure that I wanted to meet. If I could meet him, I would ask him what he wanted to see changed. I would want to know if he had traveled to other countries, and which countries he enjoyed visiting. I would like to know which place is his favorite for visiting and why. I would just be happy to meet him.

Ask yourself: Is this a strong response? Why or why not? According to the tips on the previous page, did this speaker follow some of the guidelines for crafting an effective response?

STRENGTHS: _____

POSSIBLE IMPROVEMENT: _____

BUILDING SKILLS – SPEAKING PART 1

Let's examine the response per our checklist above:

- Did the speaker answer the question clearly and directly? Yes.
- "Gandhi was always an important historical figure that I wanted to meet". Notice the question asks for 'one person from history.' Gandhi is an excellent choice.
- Write down just enough notes to remember the plan while speaking.

What might the speaker's notes have looked like for this response? Perhaps something like this:

- Change in the world.
- Travel to other countries.
- His favorite place to visit.

Copyright © 2016 iTEP International, LLC.

Remember: Use your notes as a plan for what you can discuss

- Try to speak to each idea in a separate sentence and have a transition, just like in writing.
- Use a concluding statement to indicate that you have completed your response to the question.
- Even if the response is short, it must be:
  - organized;
  - developed;
  - relevant to the question.



SPEAKING
Practice Exercises – Part 1

- Read the question.
- Take 30 seconds to write down a few notes.
- Speak a response in 45 seconds.

Practice Exercise 1:

Some people would donate money to charities for helping poor families, others for children's education, and others would donate to help wildlife or animals. If you could donate a million dollars to a social cause or charity, which type would you choose and why?

NOTES: _____

Copyright © 2016 iTEP International, LLC.

Practice Exercise 2:

If you could travel anywhere in the world, where is the first place you would visit, and why?

NOTES:

Practice Exercise 3:

Imagine your dream job. Describe the job and what you would like the most about it?

NOTES:

Practice Exercise 4:

Have you ever been given advice or wisdom that has helped you in your life? Please tell us this advice and how it helped you.

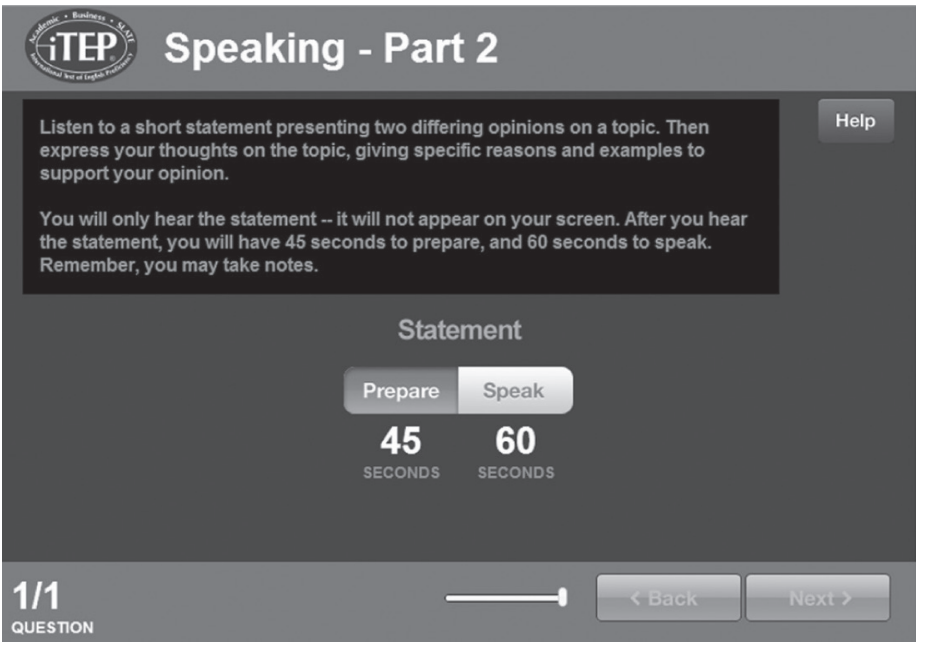
NOTES:

Copyright © 2016 iTEP International, LLC.



SPEAKING
Part 2

DIRECTIONS



In the Speaking Part 2 Section you will hear a 30 to 60 second statement on a topic expressing two different opinions. You will only hear the statement; the statement will not appear on the screen. You will have 45 seconds to prepare an opinion and 60 seconds to speak. You can monitor your time remaining in the middle of the screen. You may take notes to prepare your answer, and you should give reasons and examples to support your opinion. Keep in mind that your score depends entirely on the quality of your recording, so make sure your headphones are fastened securely and that the microphone is positioned at a proper distance from your mouth.

NOTE: Just as you did in the Writing Section Part 2, for Speaking Part 2 you are required to express a longer and more developed response than in Part 1. In many ways you can think of your preparation for both the Speaking Part 2 and Writing Part 2 as similar. The major difference is in presentation. In Writing, your grammar and punctuation are important, but for Speaking, your clarity and pronunciation are also key determinants of your score.

Copyright © 2016 iTEP International, LLC.

BUILDING SKILLS – SPEAKING PART 2

Speaking Part 2 requires a longer response that states and argues an opinion. This is similar to Writing Part 2, which requires a persuasive essay. As in Writing, it does not matter which opinion is argued for, as long as it is prepared and supported with reasons and examples.

NOTE: For Speaking Part 2 you will only hear the prompt; you will not be able to read it on the screen. Thus, as part of your preparation for the test, you will want to practice your Listening Skills so you can make sure you understand the prompt clearly.

BUILDING SKILLS
Speaking Part 2
Example A

Below is an example of the type of opinion statement that you will hear in this section. You should take notes to prepare your response. After hearing the statement, you will have 45 seconds to prepare an opinion on the topic, and 60 seconds to speak.

Speaking Part 2 - Example A



When a reporter writes a story, sometimes the reporter must interview people confidentially, with the understanding that the reporter will hide their identity. Once the stories have been published, readers may ask that the sources be revealed, in order to better understand and evaluate the stories. Should reporters be allowed to protect the identities of their sources, or should they be forced to reveal them when the public wants to know? Why?

Here is a sample response:

When reporters use confidential sources in order to get a story, they should be able to keep the sources' identities secret. Many important news stories could not be reported if the source of the story fears that their identity will be revealed. For example, someone who reports that his or her company is

Copyright © 2016 iTEP International, LLC.

involved in illegal activity, or the famous 'Deep Throat,' who gave us the Watergate story, would never have come forward if they thought people would find out who they were.

Also, if a reporter makes a promise to a source that he will keep their identity a secret, the reporter must keep that promise. Otherwise, the reporter would never be trusted by sources in the future. Then the public would never hear about much of the corruption and injustice that goes on. And criminals would get away with their crimes. I think we are all better off, since we get to learn what's happening behind the scenes, only if reporters are able to keep their sources secret.

Let's apply our skills that we've learned so far and evaluate the response:

STRENGTHS: _____

POSSIBLE IMPROVEMENT: _____

Here are a few points to consider:

- Did the response choose a clear position? Is it stated clearly early in the response?

When reporters use confidential sources in order to get a story, they **should be** able to keep the sources' identities secret.

- Does the response use a few points to support a position?

For example, someone who reports that his or her company is involved in illegal activity, or the famous 'Deep Throat,' who gave us the Watergate story…

- Is the use of language precise?
- Does the response demonstrate good vocabulary? Is the grammar mostly free of mistakes? Does the sentence structure vary sufficiently?
- Does the response utilize transitional terms, such as also and otherwise to point out the connection between ideas?
- Is there a clear flow? Does each sentence build support for the position?
- Does the final sentence sums up the general reason for the opinion being argued?

In short, the answer to the question above is 'yes.' The response does hit all of these marks, and for that reason it would receive a very favorable score. Keep in mind that this is only the written version of a spoken response, so we cannot determine how clearly the test-taker actually expressed this response.

Copyright © 2016 iTEP International, LLC.

Therefore, it's important to keep in mind that to best prepare for the Speaking Section, you should practice expressing yourself in English—that is actually speaking in English—as much as possible.



SPEAKING
Practice Exercises - Part 2

- Read each question
- Write down a few notes.
- Speak a response in 60 seconds.

Practice Exercise 1:

Many nations restrict development in places where it may endanger certain animal species, and insist that neighboring nations follow similar practices. Other nations say that species protection is a luxury that not all nations can afford, and each country should have the right to choose for itself. What are your thoughts on this question?

NOTES: _____

_____

_____

Practice Exercise 2:

In many places lawmakers fund public projects by increasing taxes on all items that are sold called purchased goods. Opponents say that it would be fairer to make taxes based on income instead of sales. Which is a better solution? Why?

NOTES: _____

_____

_____

_____

_____

Copyright © 2016 iTEP International, LLC.

Practice Exercise 3:

Certain schools restrict test-takers' access to mobile devices, saying that test-takers' use of such devices distracts from their learning in the classroom. Test-takers' parents insist that it is important for their children to have their phones at all times in case of emergencies. What are your thoughts on this question?

NOTES: _____

_____

Practice Exercise 4:

Due to increased access to the Internet, people all over the world can post information on any subject. Some say this can be dangerous and others say this is useful. What is your opinion on this topic? Please use examples to support your answer.

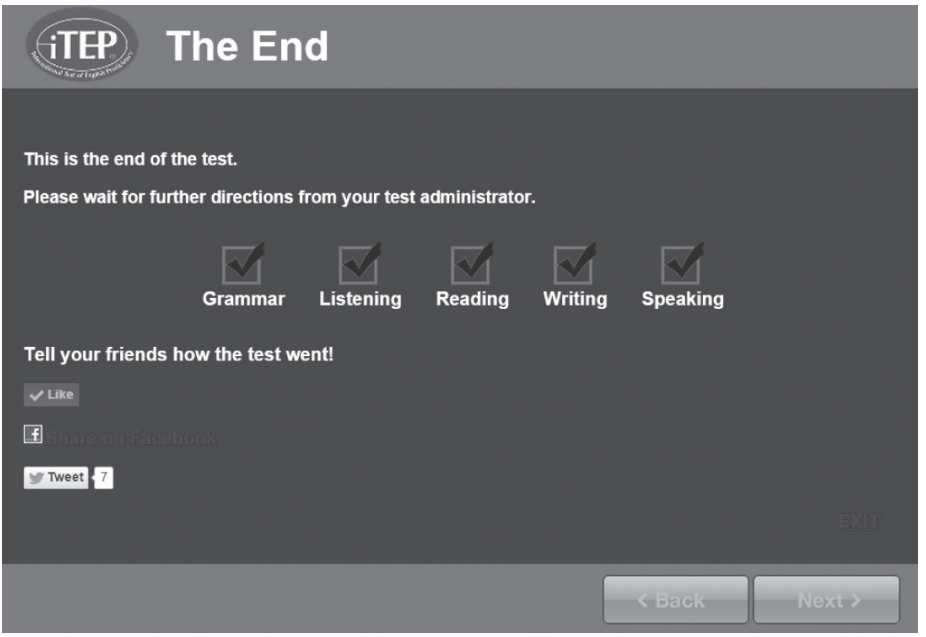
NOTES: _____

_____

SPEAKING - General Skill Development and Take-Aways

- Practice speaking in English as often as possible.
- Speak to native English speakers and ask them if you are pronouncing words correctly.
- Use the internet to listen to native English speakers.
- Practice speaking into a tape recorder then listen to the response to improve clarity.
- Know the directions and question types beforehand.
- Prepare possible speaking points before you take the test. Think of ideas for your responses if asked about authors, stories, historical figures or other topics.
- Use the preparation time to plan the points to make in the speech.
- For longer responses (Part 2), use the time to prepare your notes.
- Try to answer the question fully in the time allowed.
- Use transition words to make the main idea and supporting points of the speech clear to the listener.
- Give specific details and examples to support and develop the main point.
- Use words precisely.
- Speak clearly and calmly.

Copyright © 2016 iTEP International, LLC.



You've learned a little more about the five sections of the iTEP tests. Are you ready for Diagnostic Test #2?

Here's a good checklist:

- Have you identified key areas of improvement based on your Diagnostic #1 Report?
- Have you given extra focus to, or focused specifically on, these sections in the guide?
- Have you integrated improving your English skills using sources such as English language newspapers and news websites?
- Have you reviewed your notes from each section and completed any remaining practice questions in the Official iTEP Preparation Guide.

Once you've completed your preparation, you're ready for Diagnostic Test #2!

Copyright © 2016 iTEP International, LLC.

II. Diagnostic Test #2: A Comparison Tool

Diagnostic Test #2: **https://www.besexam.com/test**

To receive the test ID and password for Diagnostic Test #2, send the receipt for the purchase of this prep guide to **prepguide@itepinternational.com**

- Compare with results from Diagnostic Test #1.
  - Which areas improved and which still need improvement?
  - Are there specific core language skills that are lacking?
  - If your Reading score is higher than your Listening score, you should probably work to improve your Speaking ability as well as Listening.
  - If your Listening score is higher than your Reading score, you should probably work to improve your Writing ability as well as Reading.
  - Is Grammar a problem that weakens the other skills?
  - Is weak vocabulary contributing to lower scores?
- Make a plan to improve.
- Review portions of this guide, as needed.
- Use supplemental help and additional practice:
  - online sources; and
  - English grammar and writing texts.

III. Final Review

Way to go! You've completed your iTEP preparation and you are ready to take the official iTEP test! Here are a few things to keep in mind for the day you take the test:

What to Expect on Test Day:

- Arrive a few minutes before the scheduled test time.
- You must present the iTEP Administrator with a government-issued picture form of identification. The picture identification form presented must be the same as the identification information provided on the registration form.
- You will be seated at a computer, sometimes separated by partitions.
- During the examination process, the computer's camera may take a picture of the test-taker to verify identity.
- During the examination process, you may only have two items on the desk: a pen or pencil, and one sheet of paper for note-taking during the Listening and Speaking Sections. All notepaper will be collected at the end of the test and destroyed by the Administrator. The notes will not be graded.
- During the examination process, one or more iTEP Administrators will be in the room at all times. Closely follow the instructions of the iTEP Administrator, who is there to make sure your test goes smoothly and easily.

Copyright © 2016 iTEP International, LLC.

- If you experience any technical difficulties, make sure to report them to the iTEP Administrator.
- You are not permitted to exit the test screen at any time for any purpose during the exam.
- Smoking, eating, and drinking are not permitted during the test.

IMPORTANT NOTE: The iTEP Administrator reserves the right to dismiss a test-taker from the test or to void exam results if the test-taker violates any of the above conditions or fails to follow the Administrator's instructions during the exam.

Brief Review of Test Day Rules and Tips

- The night before the test, relax and get a good night's sleep.
- Read through the information you will be required to complete on the Registration page (see Appendix C)
- Answer all questions to the best of your ability. There is no added penalty for a wrong answer.
- Each question is worth the same number of points. Do not waste time on difficult questions. Use the process of elimination, and then guess among the remaining choices.
- You must review the directions for each question type before taking the test. Do not skip through any part of the test process.
- The 'Help' button allows another look at the directions at any point during the test. But remember that the timer will be counting during this time.

Above all, stay calm. Do your best. You may always take the test a second time if you need to improve your score - **GOOD LUCK!**

Extra Tips for Improving English Language Skills

While you are preparing for the iTEP it is important to remember that there are many ways for you to improve your English language skills outside of a formal classroom setting:

- Read news stories, fiction and anything of interest to you that is written in English. The best resources are reputable newspapers and websites that use language at an appropriate level and that provide readers with a wide variety of word choices and sentence structures.
- Listen to English language radio and podcasts broadcast by native speakers.
- Watch English language TV.
- Watch English language TV with Closed Captioned English subtitles.
- Watch English language movies.

Copyright © 2016 iTEP International, LLC.

- Visit Internet websites devoted to English language learning. There are many of these providing help in all areas of language development.
- Speak English as often as possible, especially with native English speakers. Online chat groups for English language learners provide peer learning and support in addition to improving language skills.
- Make and review vocabulary flashcards of new or difficult English words.
- Keep an English language journal and/or vocabulary notebook of new words.
- Think of the English word for common objects and activities during the day, such as food items, automobiles, books, talking on the telephone, taking the bus, going to a store, or other activities that are more appropriate to work-place settings.

Copyright © 2016 iTEP International, LLC.

IV. Appendix A – Score Report

Official Score Report

Name: Pereira, Marcelo Campos
Nationality: Brazilian **Date of Birth:** 19-Feb-1999
Test ID#: AcademicSample **Test Date:** 04-Mar-2015
Govt. ID#: A123 **Issued By:** Brazil
Test Version: Academic-Plus

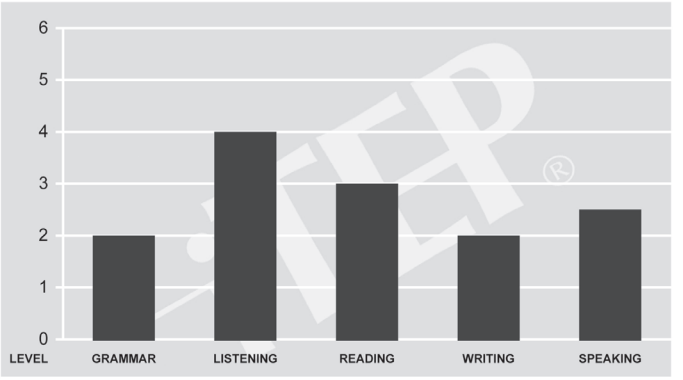
Overall Assessment: Level 2.7 (Elementary)

To authenticate an iTEP score, please visit our website at www.iTEPexam.com

Assessment by Test Section

TEST SECTION	SCORE	LEVEL	DESCRIPTION
Grammar	45	2.0	Beginner
Listening	71	4.0	Upper Intermediate
Reading	53	3.0	Elementary
Writing	47	2.0	Beginner
Speaking	55	2.5	Elementary

Individual Skill Profile



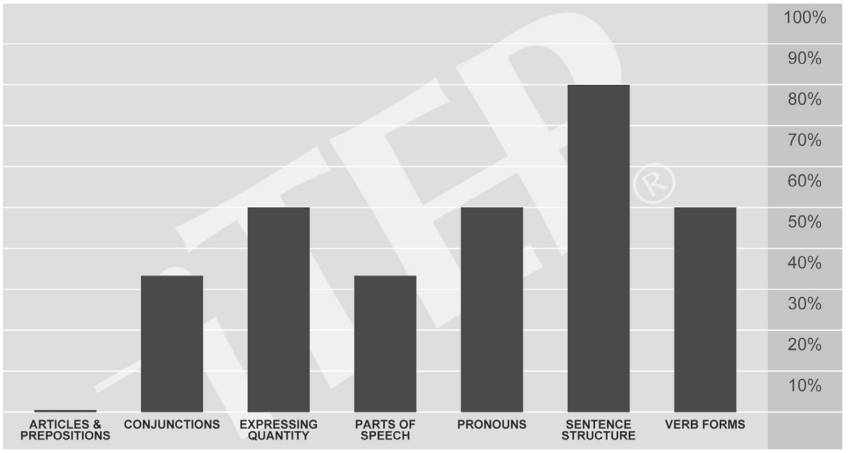
Copyright © 2008-2015 by Boston Educational Services, LLC

Copyright © 2016 iTEP International, LLC.

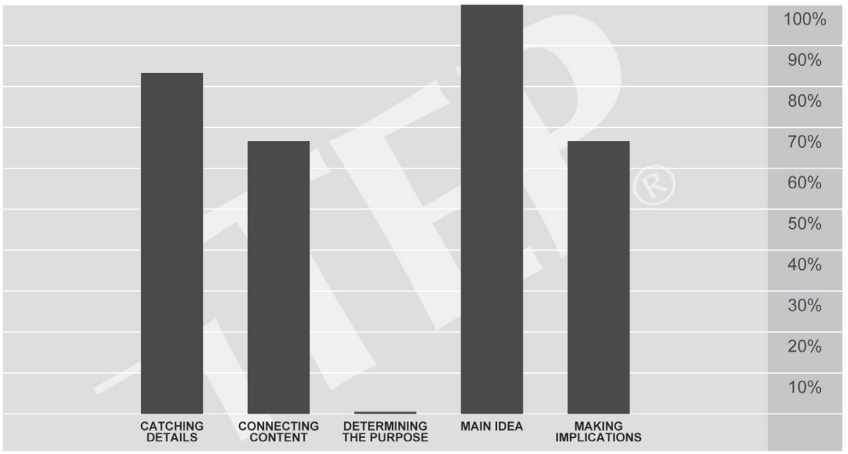
Official Score Report

Name: Pereira, Marcelo Campos
Nationality: Brazilian **Date of Birth:** 19-Feb-1999
Test ID#: AcademicSample **Test Date:** 04-Mar-2015
Govt. ID#: A123 **Issued By:** Brazil
Test Version: Academic-Plus

Grammar



Listening



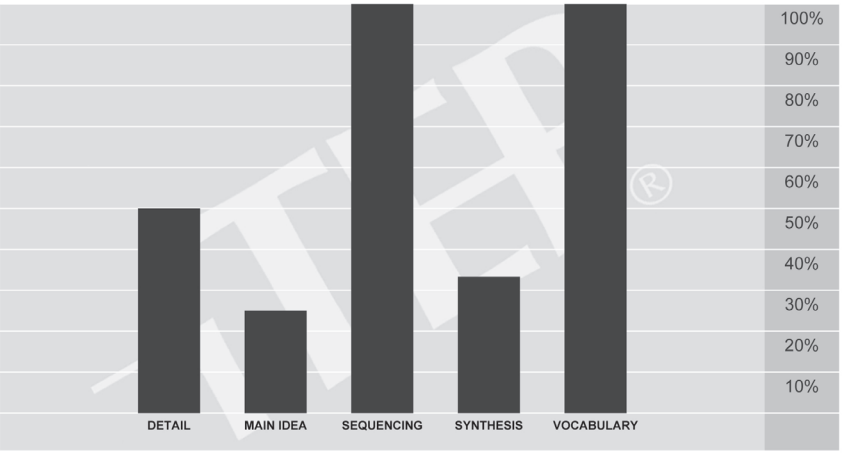
Copyright © 2008-2015 by Boston Educational Services, LLC

Copyright © 2016 iTEP International, LLC.

Official Score Report

Name: Pereira, Marcelo Campos
Nationality: Brazilian **Date of Birth:** 19-Feb-1999
Test ID#: AcademicSample **Test Date:** 04-Mar-2015
Govt. ID#: A123 **Issued By:** Brazil
Test Version: Academic-Plus

Reading



iTEP Level	Skill	Individual Skill Ability Guide
2.0	Grammar	Grammar descriptors are not a component of the iTEP Ability Guide.
4.0	Listening	Identifies main ideas and details in conversation. Occasionally needs to ask for repetition or clarification. Begins to determine the attitudes of speakers. Understands main ideas from academic lectures, but misses significant details.
3.0	Reading	Major vocabulary gaps lead to frequent inaccurate or incomplete comprehension, and slow pace. Understands simplified material. Beginning to determine meaning of words by surrounding familiar context.
2.0	Writing	Writes complete sentences on everyday subjects with reasonable phonetic accuracy using short words Still makes basic mistakes systematically Writes only short, simple sentences, often characterized by errors that obscure meaning Writes simple isolated phrases Provides personal details with correct spelling and can copy familiar words and phrases Produces isolated words and phrases
2.5	Speaking	Generates simple questions, greetings, expressions of needs, and preferences. Pronunciation requires significant effort from listeners. Pronunciation often obscures meaning.

iTEP Level	CEFR Level	Overall Ability Guide
2.7	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Copyright © 2008-2015 by Boston Educational Services, LLC

Copyright © 2016 iTEP International, LLC.

V. Appendix B - Answer Keys

Grammar Part 1 - Practice Exercises

1 = C (Sentence Structure)
2 = A (Verb Forms)
3 = C (Verb Forms)
4 = D (Expressing Quantity)
5 = C (Conjunctions)
6 = B (Articles & Prepositions)
7 = C (Sentence Structure)
8 = C (Verb Forms)
9 = D (Parts of Speech)
10 = C (Articles & Prepositions)
11 = D (Parts of Speech)
12 = D (Sentence Structure)
13 = A (Conjunctions)
14 = B (Sentence Structure)
15 = A (Verb Forms)
16 = B (Pronouns)
17 = D (Pronouns)
18 = A (Expressing Quantity)

Grammar Part 2 - Practice Exercises

1 = D (Sentence Structure)
2 = A (Conjunctions)
3 = D (Parts of Speech)
4 = A (Expressing Quantity)
5 = A (Conjunctions)
6 = B (Verb Forms)
7 = C (Verb Forms)
8 = D (Sentence Structure)
9 = A (Pronouns)
10 = C (Parts of Speech)
11 = C (Verb Forms)
12 = B (Expressing Quantity)
13 = D (Expressing Quantity)
14 = C (Pronouns)
15 = D (Sentence Structure)
16 = D (Articles & Prepositions)
17 = C (Articles & Prepositions)
18 = A (Articles & Prepositions)

Copyright © 2016 iTEP International, LLC.

Listening Part 1- Practice Exercise 1

1 = C

2 = B

3 = D

4 = B

5 = A

Listening Part 2 - Practice Exercises

1 = D

2 = B

3 = B

4 = C

Listening Part 3 - Practice Exercises

1 = C

2 = B

3 = C

4 = A

5 = D

Reading Part 1- Practice Exercises

1 = C

2 = B

Reading Part 2- Practice Exercises

1 = B

2 = B

3 = A

4 = D

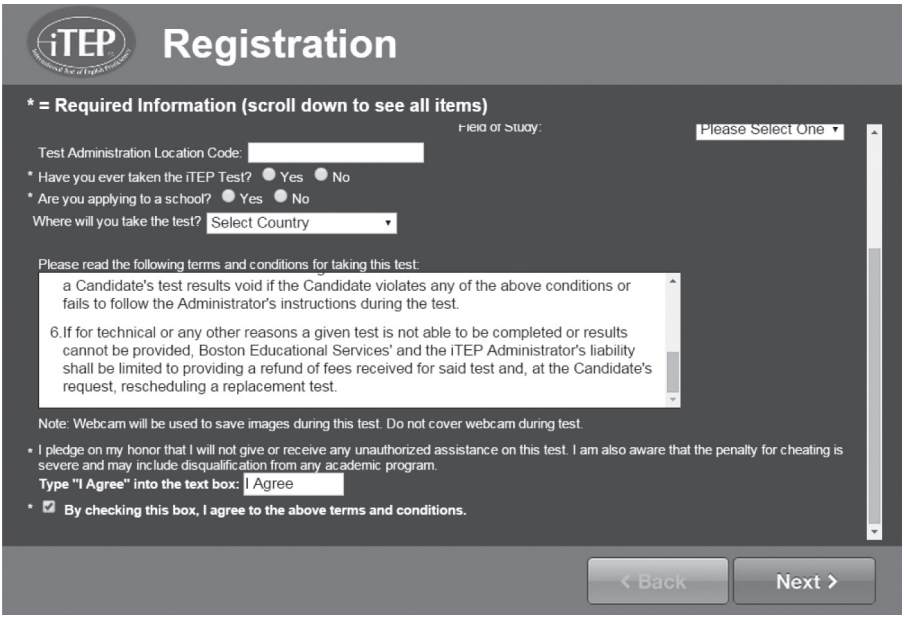
5 = C

6 = D

Copyright © 2016 iTEP International, LLC.

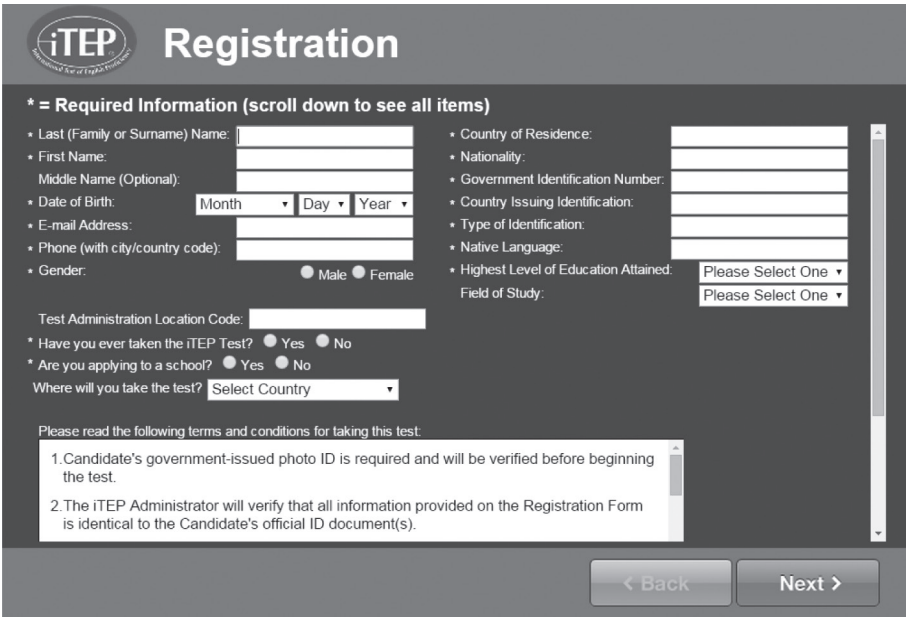
VI. Appendix C - Registration Section

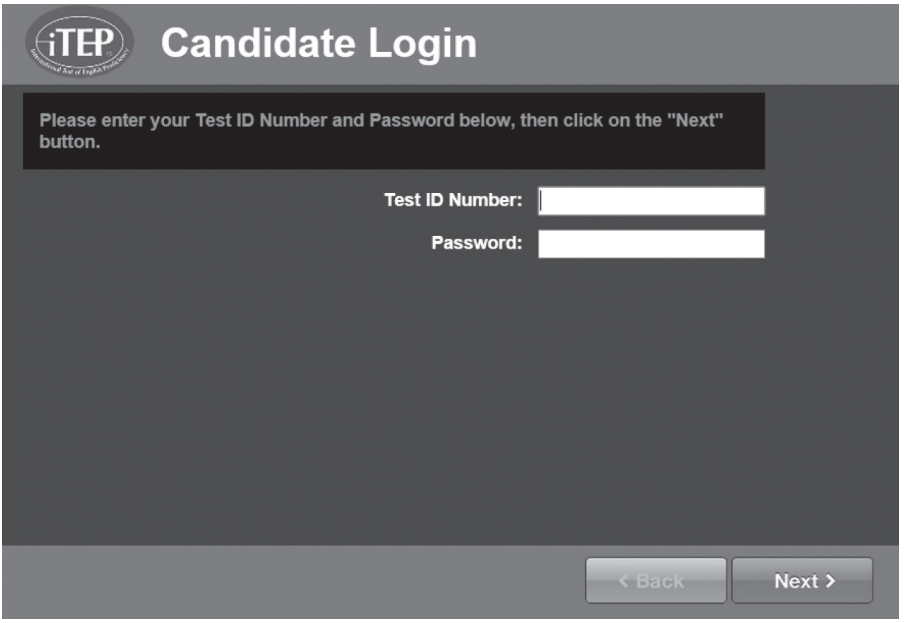




Copyright © 2016 iTEP International, LLC.

Registration Section (Continued)





Copyright © 2016 iTEP International, LLC.

VII. Appendix D - FAQ (Frequently Asked Questions)

1. Who decides what level of iTEP should be accepted at an institution?

Each institution is responsible for deciding what level of iTEP to use for its program. Most institutions, however, choose from level 3.5 (Intermediate) to level 5.5 (Advanced).

2. Where is the test administered?

Test-takers who take iTEP for application to U.S. high schools, colleges, or universities must take the test at one of our Certified iTEP Test Centers. However, organizations or test-takers who wish to take iTEP to determine English language proficiency may contact our representative(s) in their country.

3. How does iTEP ensure test security?

The security conditions under which iTEP is administered are of utmost importance to Boston Educational Services. Whether iTEP is administered at one of our Certified iTEP Test Centers or at a facility approved by one of our representatives, we ensure that the test is proctored at all times and that all the iTEP test security protocols are met.

4. How much does the test cost for non-U.S. college applicants?

The price of iTEP varies around the world. Please contact our representative in your country. If you wish to take iTEP in a country where we do not yet have a representative, please contact us directly - www.iTEPexam.com.

5. In which countries does iTEP have official representatives?

Please visit our website for the most up to date listing: www.iTEPexam.com.

6. Is a paper version of iTEP available?

Yes. There is a paper version of iTEP available in countries where iTEP is represented. If for some reason the test-taker organization is unable to use the Internet version of the test, the paper version is an alternative. The paper version of iTEP only includes the three multiple-choice sections of the test: Grammar, Listening, and Reading. It will not include the Writing and Speaking Sections.

7. How do I find a Certified iTEP Test Center?

A drop-down menu on our website on the following page https://www.itepexam.com/test-takers/test-takers/#Schedule-A-Test provides access to a list of Certified iTEP Test Centers worldwide.

8. If I am unhappy with my score, how soon can I take an iTEP exam again?
As long as there is a break of 7 days between testings, you can take the iTEP as often as you like.

Copyright © 2016 iTEP International, LLC.

VIII. Appendix E

Suggested Preparation Course Outline

To help you get started, here are some step-by-step plans for how to best map out your iTEP preparation. We've developed two different plans, each based on time available.

If you're seeking to complete your preparation as quickly as possible, choose Option A, which is to be completed in three days. This plan begins after you've already completed your first Diagnostic Test.

If you are able to devote more time to your preparation, choose Option B, which is a nine-day schedule and is more comprehensive.

Option A

Three-day (14+ hour*) preparation course plan

Days	Hours	Table of Contents
Day 1	2	**DIAGNOSTIC TEST #1** • How to Take the Diagnostic Test • Diagnostic Test Results: Diagnostic Report
Day 1	2	**I. SKILL DEVELOPMENT AND PREPARATION EXERCISES** **Grammar** Exercises and Skill Development **Part 1:** • Parts of Speech • 7 Essential Skills for iTEP Grammar • Practice Exercises **Part 2:** • Practice Exercises **General Skill Development and Take-Aways**

Copyright © 2016 iTEP International, LLC.

	2	**Listening** Exercises and Skill Development **Part 1:** • Shorter Conversation Exercises **Part 2:** • Longer Conversation Exercises **Part 3:** • Lecture Exercises **General Skill Development and Take-Aways**
Day 2	1.5	**Reading** Exercises and Skill Development **Part 1:** • Building Skills: Techniques and Question Types • Practice Exercises **Part 2:** • Practice Exercises **General Skill Development and Take-Aways**
Day 2	1.5	**Writing** Exercises and Skill Development **Part 1:** • Building Skills – Short Response • Practice Exercises **Part 2:** • Building Skills – Taking Notes and Prepping Response • Practice Exercises **General Skill Development and Take-Aways**

Copyright © 2016 iTEP International, LLC.

	1	**Speaking** Exercises and Skill Development **Part 1:** • Building Skills – Short Response • Practice Exercises **Part 2:** • Building Skills – Taking Notes and Prepping Response **General Skill Development and Take-Aways**
Day 3	2	II. DIAGNOSTIC TEST #2 • Take Test • Review Results from Diagnostic Score Report
Day 3	2	VII. FAQ (Frequently Asked Questions) • Final Review/Prepare for Test Day • Register for the official iTEP test!

Option B

Nine day (18+ hour*) preparation course

Days	Hours	Table of Contents
Day 1	2	DIAGNOSTIC TEST #1 • How to Take the Diagnostic Test • Diagnostic Test Results: Diagnostic Report

Copyright © 2016 iTEP International, LLC.

Day 2	2	I. SKILL DEVELOPMENT AND PREPARATION EXERCISES **Grammar** Exercises and Skill Development **Part 1:** • Parts of Speech • 7 Essential Skills for iTEP Grammar • Practice Exercises **Part 2:** • Practice Exercises **General Skill Development and Take-Aways**
Day 3	2	**Listening** Exercises and Skill Development **Part 1:** • Shorter Conversation Exercises **Part 2:** • Longer Conversation Exercises **Part 3:** • Lecture Exercises **General Skill Development and Take-Aways**
Day 4	2	**Reading** Exercises and Skill Development **Part 1:** • Building Skills: Techniques and Question Types • Practice Exercises **Part 2:** • Practice Exercises **General Skill Development and Take-Aways**

Copyright © 2016 iTEP International, LLC.

Day 5	2	**Writing** Exercises and Skill Development **Part 1:** • Building Skills – Short Response • Practice Exercises **Part 2:** • Building Skills – Taking Notes and Prepping Response • Practice Exercises **General Skill Development and Take-Aways**
Day 6	2	**Speaking** Exercises and Skill Development **Part 1:** • Building Skills – Short Response • Practice Exercises **Part 2:** • Building Skills – Taking Notes and Prepping Response **General Skill Development and Take-Aways**
Day 7	2	Skills Review • Review all practice exercises • Assess Strengths and Weaknesses • Prep for Diagnostic Test #2
Day 8	2	II. DIAGNOSTIC TEST #2 • Take Test • Review Results from Diagnostic Score Report

Copyright © 2016 iTEP International, LLC.

Day 9	2	VII. FAQ (Frequently Asked Questions) • Final Review/Prepare for Test Day • Register for the official iTEP test!

*The hours can be extended with a teacher/test-taker supplement that contains additional exercises for each of the five skill building sections.

Copyright © 2016 iTEP International, LLC.

IX. Appendix F – Sample Diagnostic Report

Test Taker: Smith, John
Date: Mar 25, 2014

Section	Level
Reading	4.0
Listening	5.0
Grammar	4.0

Reading		10 out of 10 questions answered, with 8 correct out of 12 possible points.	
Reading	1	B	0 points
Reading	2	B	1 point
Reading	3	D	1 point
Reading	4	B	1 point
Reading	5	C	1 point
Reading	6	B	0 points
Reading	7	B	1 point
Reading	8	A	1 point
Reading	9	B	0 points
Reading	10	B,C,F	2 points

Writing 1 **Your school just started a "pen-pal" program in which students from different countries get to know one another by writing letters. Your pen pal is from New Zealand. Write a note introducing yourself, your family, and your city.**

Hello Paul,
My name is John and I live in New York City. I have 2 brothers and 1 sister. We like to celebrate holidays together. Everyone brings their favorite food and we all share. It is fun. What is your family like?
Sincerely, John Smith

Writing 2 **In many parts of the world, extended families - where parents, children, grandparents and sometimes other relatives live under one roof - are being replaced by the "nuclear family," with only immediate family (parents and children) living together. Which type of family structure do you prefer, and why?**

I don't want to live with my parents. The house gets too crowded and everyone is always arguing. I think families that live together are not as free to do the things they enjoy. When I get tired of what's going on at my parent's house, I can leave. I enjoy my apartment, where the food I leave in the refrigerator will still be there the next time I go looking for it. My parents are more traditional and want everyone to live with them. Of course, my parents get to make the rules in their house, and that is another reason I like to have my own place. When I have children I will expect them to move out by the time they turn eighteen years old.

Speaking 1 **Which do you prefer, sports or art? Why?**



Speaking File

Speaking 2 **Perhaps you have heard it said about someone that "She is a born artist," or "He is a natural athlete."**



Speaking File

Copyright © 2016 iTEP International, LLC.

X. Appendix G – Listening Section Scripts

NOTE: On the actual test, you will only hear the dialogue. The script will not appear on the screen.

Track 1 (Listening Part 1 - Example A Conversation)

Man: I'm very sorry, but I may not make it to dinner tonight. I've got an awful headache.

Woman: But we have reservations at an excellent restaurant. Why don't you take some aspirin?

Man: Thanks, but I think I'll rest for a while and hope it will go away.

Track 3 (Listening Part 1 – Practice Exercise 1 Conversation)

Woman: Would it be possible to meet with you outside of class?

Man: Absolutely. I'm always here an hour before class begins, ready to meet with test-takers.

Woman: That's great. There are a few problems on the homework I want to review with you.

Track 5 (Listening Part 1 – Practice Exercise 2 Conversation)

Woman: Did you happen to see a big dog run by here?

Man: No, but I just got here. You should ask the shopkeeper next door, he's been here all afternoon.

Woman: Thanks, I will. I just came from the park and I can't find my dog anywhere.

Track 7 (Listening Part 1 – Practice Exercise 3 Conversation)

Woman: If we work over the weekend we can have the report ready by Monday.

Man: Our supervisor said we will be closed on Monday, due to the holiday.

Woman: Great! We can go to the game instead and then work on Monday.

Track 9 (Listening Part 1 – Exercise 4 Conversation)

Woman: Can you tell me if you can repair my shoe? I don't know if it can be fixed.

Man: Let me see. Ah yes, it only needs a new heel. I can have it fixed by tomorrow.

Woman: That's great to hear. I am going to an important dinner and this is the only pair that's comfortable and matches my new dress.

Copyright © 2016 iTEP International, LLC.

Track 11 (Listening Part 1 - Exercise 5 Conversation)

Man: I think we should buy an extra pie for tonight. We may have extra visitors.

Woman: Really? Who are you expecting?

Man: Your brother always brings his friends, and they have big appetites.

Track 13 (Listening Part 2 - Exercise A Conversation)

In the following exchange, a college professor tells Michael some interesting things about Albert Einstein.

Dr. Slinsky: Today I'm going to tell you some less well-known information about Albert Einstein.

Michael: That's funny, I thought my physics professor taught me everything there was to know about Einstein.

Dr. Slinsky: There's always more to learn, Michael. Were you aware that Einstein did his most creative thinking while he worked as a file clerk in a patent office?

Michael: I had no idea, Professor.

Dr. Slinsky: Most people think that Einstein's revolutionary ideas about space, time, and light were worked out while he attended the prestigious Technical College in Zurich, Switzerland.

Michael: Sure, that's what I thought.

Dr. Slinsky: Not so. After Einstein graduated, he couldn't find a teaching job, so he eventually took a job at the Federal Office for Intellectual Property, in Bern. He had a wife to support, after all. He was a patent examiner, so he was faced with many technical problems to solve. This led him to re-think everything he was taught about basic physics.

Michael: Wow.

Dr. Slinsky: In addition, while he worked as a file clerk, Einstein started a small discussion group, called 'The Olympia Academy,' which met regularly to discuss science and philosophy.

Michael: That must have given him lots of things to think about other than filing!

Dr. Slinsky: Indeed it did, Michael. The group read and discussed ground-breaking works of many of the scientists and philosophers of their day. These works helped Einstein see reality in a whole new way.

Michael: I thought I already knew everything about Albert Einstein, but I guess, there is always more to learn. Thank you, Dr. Slinsky.

Dr. Slinsky: You're welcome.

Copyright © 2016 iTEP International, LLC.

Track 15 (Listening Part 2 - Practice Exercise 1 Conversation)

Woman: Mr. Stevens? My name is Lisa Berger. We spoke on the telephone.

Man: Yes Lisa, I'm Barry. I remember, of course. Come on in. I understand you're interested in having a party at our restaurant.

Woman: Well Mr. Stevens, to be honest, I am looking at a few different restaurants.

Man: I understand. Tell me more about your party and I will let you know what we can do for you.

Woman: I run a very special charity organization. We're hosting our yearly dinner for our biggest donors. Our big supporters include a few top executives of some large companies, as well as a few celebrities, including a few people you may have seen in the movies. So not only am I looking for a restaurant with incredible food and wine, but the atmosphere must be elegant as well.

Man: Naturally. About how many people do you plan to host at this dinner?

Woman: At the moment it appears that our guest list will be about twenty-five people, but we often get a few surprise guests at the last minute, so we need to be able to accommodate a few additional people if necessary.

Man: For a group of that size, I would suggest our banquet room. If you follow me, I can show you what it looks like. It's a private room, so you would have it all to yourself—ah, here we are. This room is for private parties only.

Woman: Yes, it is quite nice. It feels like a separate room away from the restaurant.

Man: It even has its own private entrance with private parking, which I'm sure would be appealing to your guests.

Woman: Yes, privacy and discretion are very important for my guests. A few of them are wine experts as well, and they're very difficult to please.

Man: Here, let me show you our wine list. Our restaurant was just recognized for having the best wines in the city for the third year in a row. We are also known for our cognacs, some of which are almost a hundred years old. I'd be happy to share a taste with you.

Woman: Thank you very much, but I better not. I still have to get back to my office and do some work once I finish here. Let me ask you a question. Usually at our dinners we have a speaker do a live presentation. Do you have a microphone available?

Man: Yes. This room is often used to screen films, and we have a microphone and a small stage for presentations.

Woman: And is there someone here who can help us operate the system? I can barely figure out how to use the television at home.

Man: All of our staff working in the private room are trained to do everything from pouring wine to serving meals and operating the equipment. They are here to make sure your whole evening is a perfect experience.

Copyright © 2016 iTEP International, LLC.

Woman: That is nice to hear. May I ask you a question about your menu? I see many excellent dishes here that sound delicious. However, we will have a few vegetarians among our guests, and I want to make sure that they are treated properly. Are there any vegetarian dishes you can offer them?

Man: Absolutely. If you take a quick look outside the window, you can see our private vegetable garden, where we grow our own herbs and vegetables. You can tell your guests that many of the dishes they're enjoying are made with vegetables picked only hours before they arrived.

Woman: Mr. Stevens that is very impressive. I find it hard to believe that in all the time I've lived in this city I've never been here before. How have you managed to keep your restaurant a secret from me for all of this time?

Man: I don't know, but I hope you won't be a stranger any longer. May I start preparing for your dinner tomorrow night?

Woman: Absolutely. Here is my card. I must head back to the office now, but will you call me later this evening to go over some final details regarding the menu?

Man: It would be my pleasure. Here, let me show you the way out through the private entrance.

Track 20 (Listening Part 3 - Exercise A Conversation)

Narrator: Following is part of a lecture on the subject of Compact Discs vs. Record Albums:

Okay, let me ask you a question: how many of you have recently purchased a compact disc? Have any of you ever purchased a record? There's no doubt that compact discs have overtaken record albums as the most popular format for consumers to purchase music. But is a digital recording superior to an analog recording? Let's find out.

First, understand that what we think of as musical recordings are basically electrical reproductions of sound waves. A singer's voice or a band playing a song makes a sound wave, and it's that wave that is recorded and re-produced. I mention the 'wave' because, believe it or not, it's actually important to the issue here.

The term 'Analog' comes from the recording process. Analog recordings are intended to vary in a manner analogous to variations in air pressure in the original sound. The grooves on record albums are graphic representations of recorded sound waves. As the stylus—

Copyright © 2016 iTEP International, LLC.

better known as the needle - runs over the grooves, it re-produces the original sounds, which are then amplified and modulated. The quality, or 'fidelity,' of that sound depends on how advanced the stereo system that is processing it is. When these systems were first becoming popular, the better systems were considered 'hi-fi.'

The fans of these stereos—often called audiophiles—would embrace each improvement in stereo technology and brag about their 'hi-fi' systems. These audiophiles treated their records with special care, making sure never to touch them with their fingertips to avoid smudges, keeping them dry and always storing them promptly after using them.

When compact discs were introduced, they were hailed not only as representing great improvements in sound, but also were considered less fragile than records and practically indestructible. For these reasons, consumers were willing to pay almost three times as much for a CD than they were for an album.

How was a CD different from a record? First you've got to understand the difference between digital and analog. Remember, sound appears in waves, so ideally you want to re-produce it as closely as possible to that form. Information that is stored digitally is in bits and bytes, or more simply, in binary code: zeros and ones. For digital recording, all of those sound waves must be broken down into digital information. One way of thinking of it is that analog is a slope, and digital re-production is an attempt to re-create that slope using millions of tiny steps. Technically speaking, a digital recording doesn't capture the sound wave like an analog recoding does, but approximates it as closely as it can.

Certain audiophiles who are analog supporters argue that some of the richness of the sound is lost in each one of those steps, no matter how small or undetectable it may be. With the first digital recordings, these 'steps' may have been pronounced. But as the digital capacity has grown and the sampling size has increased, these 'steps' have practically been erased, and the digital process has gained the support of many digital classical musicians, who believe that digital recordings are now superior.

Copyright © 2016 iTEP International, LLC.

Another advantage that digital recordings have is that they suffer less deterioration. After twenty years of playing the same disc, the quality should still be as good as when it was first played. Now, the same cannot be said for a record. Every time the stylus plays a record, it physically changes it. After it's played many times, the groove will change and the sound will change with it. You might say it will evolve. When a CD is played, there is no physical contact involved, and the data is read optically using a laser beam. A digital player doesn't actually 'touch,' it merely runs a laser over information and 'reads' it optically.

So is digital better than analog? The recording industry has chosen a hybrid solution. Most recording engineers utilize both methods in creating recordings, using the specialized and sensitive analog equipment to detect the sound waves, and then immediately capturing them as rich samples of digital information, to ensure that they are preserved as authentically as possible.

Copyright © 2016 iTEP International, LLC.



This is the end of the Official iTEP Preparation Guide.
For further information about the iTEP tests,
please visit our website at

www.iTEPexam.com