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Preface

WELCOME!

Welcome to *The iTEP Practice Guide*. This practice guide can serve as a companion text to the *Official iTEP Preparation Guide* or can be used as a stand-alone text. This practice guide picks up from the many great exercises in the *Official iTEP Preparation Guide* with additional explanations, explications, exercises and practice. The *Official iTEP Preparation Guide* includes details on registering for iTEP and taking iTEP tests. The preparation guide also includes diagnostic tests. iTEP recommends that test-takers and schools purchase and complete the orientation and exercises in the *Official iTEP Preparation Guide* before or at the same time as this practice guide. With both texts, you will be well-prepared for success on the iTEP exams.

The iTEP Practice Guide focuses on the iTEP Academic Core, Academic Plus, SLATE (Secondary Level Assessment Test of English) Core, SLATE Plus, Business Core, and Business Plus tests. You will be able to practice listening to actual dialogues and lectures online, and you will also have the opportunity to answer corresponding questions in the book. Exercises for grammar, listening, reading, writing and speaking are provided, and the different types of questions in each section are examined in detail with ample opportunities for practice.

This companion text is best used with a teacher or in a class. Although for those at the high-intermediate level (CEFR B2 and above), it is also suitable for self-study. Language learning and development happens well with interaction so working with a tutor or even a friend will be helpful.

This guide provides strategies and tips for working with the iTEP exam and even includes some helpful strategies for English-language learning overall.

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Structure of The iTEP Practice Guide

The overall structure of this text covers each part of iTEP Academic, SLATE, and Business. In addition, the guide includes practice quizzes and tests. The answers to these are found in the **Appendix**.

The **Grammar Unit** provides a detailed overview of grammar points and key grammar areas that are covered on the iTEP Academic, SLATE and Business exams. Each overall grammar area is linked to the corresponding question type that addresses that area. These links are found in the highlighted boxes at the beginning of each **Grammar** chapter.

The **Listening Unit** goes into detail about different question types found in the **Listening Section** of iTEP Academic, SLATE, and Business. First, examples of the short dialogue and corresponding questions are addressed. Then, examples of longer dialogues and lectures are provided along with practice and explanations for each question. All of the **Listening** exercises are recorded, so you must listen first before answering the questions and reading the explanations. The **Listening** exercises can be found on the iTEP website at: **https:// www.iTEPexam.com/practiceguide**.

The **Reading Unit** addresses the different question types found in the **Reading Section** of iTEP Academic, SLATE, and Business. It also provides repeated short passages with which to analyze the different question types. In this way, you can focus on the content and the different ways of analyzing and working with a **Reading** passage. Longer passages and practice tests are also provided, and detailed strategies are presented.

The **Writing Unit** looks at examples of test-taker writing and grader responses, and the unit also provides explanations of the varied types of **Writing** questions found on iTEP Academic, SLATE, and Business. Practice and strategies for writing under a time constraint are provided, and worksheets encourage you to write and think about your opinions and how to express them. Aspects of formal, academic writing are discussed, and different components of formal writing are presented.

The **Speaking Unit** has a comprehensive, strategic approach and describes the different question types in the **Speaking Section** of iTEP Academic, SLATE, and Business. Examples of answers and ways to succeed in the **Speaking Section** are provided.

We hope you enjoy this *Practice Guide*! We know you will find it helpful to you in your test preparation goals and overall language development.

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UNIT 1

GRAMMAR



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Unit 1

Introduction to Grammar

Getting to Know iTEP Grammar

The iTEP **Grammar Section** is comprised of 25 multiple-choice questions, each of which tests the examinee's familiarity with a key feature of English structure. This section includes a range of structures from simple to more complex, as well as both beginning and advanced vocabulary. Each type of question is preceded by on-screen examples. There are two types of questions in the iTEP **Grammar Section**: **complete the sentence** and **error correction**. The **complete-the-sentence** questions ask the test-taker to choose the correct answer to correctly fill in the blank. The **error-correction** questions ask the test-taker to choose which underlined choice is grammatically incorrect.

Examples

Complete the Sentence

Yesterday we _____ the new public library.

A. visit
B. visited
C. will visit
D. visiting

Error Correction

Identify the incorrect word in the sentence below

Rehearsals for the school play began next week, and the first performance will be the week after.

A. the
B. began
C. first
D. after

The iTEP Grammar Section tests your ability to answer questions that fall into these categories.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

STRUCTURE

Grammar Section 10 Minutes

CEFR A Level to C Level

Part 1.

- Thirteen fill-in-the-blank, multiple-choice questions

Part 2.

- Twelve multiple-choice questions selecting incorrect English structures

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Chapter 1

Verb Forms

Expressing Time

One of the most common types of questions on the **Grammar Section** will require you to know the right form of a verb to choose based on a time expression used in the sentence. In other types of iTEP questions, it might be that the form of the verb is incorrect, and you must identify this incorrect usage as the right answer.

The most common types of time expression can be considered as habitual (or happening on a regular basis), specific past, non-specific past, and happening now. There are certain forms of verbs that usually coincide with these expressions. Your ability to recognize these expressions will help you to choose the right answers on the iTEP **Grammar Section**.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

Look at the following chart for examples of typical time expressions for these time categories.

Time Category	Habitual	Specific Past	Non-Specific Past	Happening Now
Example Time Expressions	every day sometimes every on Wednesdays in the spring every year	last week yesterday two years ago last year in 1996 on Wednesday	since 1999 for 25 years	now right now currently at this time
Verb Category	simple present	simple past	present perfect	present progressive
Verb Form Examples	take / takes read / reads drive / drives talk / talks study / studies *"She studies medicine."*	took read drove talked studied *"She studied chemistry last year."*	has taken / have taken has read / have read has driven / have driven has talked / have talked has studied / have studied *"She has studied medicine for three years."*	am taking is taking are taking am reading is reading are reading *"She is studying for a test she will take tomorrow."*

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[Tip] **For habitual time expressions, use a simple present verb form.**
For specific past time expressions, use a simple past verb form.
For non-specific past time expressions, use a present perfect verb form.
For a happening-now time expression, use a present progressive verb form.

Habitual

Take a look at an example of a habitual time expression and verb form.

Verb Forms Example 1

Mrs. Brown _____ her children to school by car every day.

A. taking
B. is taken
C. takes
D. has taken

The correct answer for this example is "C." In the sentence, you see that taking the children to school is an action that Mrs. Brown does habitually. In other words, it is her habit. Other answers are incorrect for specific reasons. Answer "A" is incorrect because it is an incomplete form of a verb. Answer "A" is an example of a very common incorrect answer on iTEP, and you must be able to recognize the reason why it is incorrect in order not to regard such answers as correct. In order for answer "A" to be possible, there would need to be some auxiliary verb form preceding it, either in the answer or in the sentence. For example, if answer "A" were "is taking," then the verb form would be complete although still incorrect because of the sentence's last two words. The time expression "every day" clearly points to answer "C" as the correct answer.

Answer "B" is incorrect because it is a passive form of the verb, and answer "D" is incorrect because it is a present perfect form of the verb.

Verb Forms Example 2

Mrs. Brown is taking her children to school by car every day.

A. is taking
B. to
C. by
D. day

Because you are trying to identify the incorrect word for this sentence, the correct answer is "A." Since the action is not happening now, but is instead habitual, a simple present verb like "takes" should be used instead of a present progressive verb like "is taking."

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Controlling for Plural Forms

Now, look at a similar example. This example is almost identical to the previous example except for one vital difference, the subject is plural.

Verb Forms Example 3

The parents _____ their children to school by car every day.

A. take
B. were taken
C. taking
D. takes

Controlling for plural forms is a very common grammar skill that iTEP tests. You must be able to recognize that the subject in example 2 is plural, and therefore requires the verb-form "take." Therefore, answer "A" is correct. Answer "D" is incorrect because it assumes that there is a singular subject, but the subject is plural. Answer "B" is incorrect because it is a passive form of the verb. Answer "C" is incorrect because it is an incomplete form of the verb.

Specific Past

Below is another example of verb forms and time expressions.

Example 4

Last week, the president of the company _____ that the company's offices would be moving.

A. announced
B. has announced
C. had announced
D. was announcing

The correct answer for this example is "A." The specific time expression of "Last week" means that there was a specific action taken at a specific time in the past. Therefore, a simple past form of the verb is required to complete this sentence correctly. Answer "B" is a present perfect form of the verb and not appropriate for this specific time expression. Answer "C" is a past perfect form of the verb and is not appropriate for a single past time expression. Answer "D" is a past progressive form of the verb and would only be appropriate if accompanied by some other past tense clause.

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Non-Specific Past

Sometimes, sentences express something that has happened in the past, but the exact time is not specified. In these cases, the important fact is that it happened or that a person or group of people had the experience. Below is an example of such a sentence.

Example 5

Mrs. Johnson _____ in this neighborhood for 30 years.

A. lives
B. living
C. is living
D. has lived

The correct answer is "D." The key time expression here is "for 30 years." All other answers are incorrect because the time expression "for 30 years" requires a present perfect form of the verb (*has/have*). Answer "A" would be correct only if the expression "for 30 years" were not included in the sentence. Answer "B" is an incomplete form of the verb.

Controlling for Plurals

Again, you must always be ready to control for plural and singular forms. Example 6 is almost identical to example 5. Can you detect the error?

Example 6

Mrs. Brown and her husband has lived in this neighborhood for 30 years.

A. her
B. has
C. this
D. for

The correct answer is "B" because the plural subject requires the plural form of the verb—"have lived." Like example 3, answer "D" is incorrect because "has" is for a singular subject.

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Happening Now

An example of the time expression/verb form for *happening now* is below.

Example 7

We _____ any more applications at this time.

A. are not taken
B. have not taken
C. are not taking
D. do not taking

The correct answer to this question is "C." The key time expression in this example is "at this time." Answer "A" is incorrect because it is a passive verb form. Answer "B" is incorrect because it is a present perfect verb form. Answer "D" is incorrect because the gerund form "taking" is inappropriate when following "do not."

Now take a look at four examples of how to identify the incorrect part of a sentence for each of these four time expressions: **habitual**, **specific past**, **non-specific past** and **happening now**.

Habitual

Example 8

Every Saturday morning, the soccer team was training in the university gym, and it is closed to all other students.

The correct answer is "was training." With the time expression "Every Saturday morning" the habitual tense "trains" would be the correct form.

Specific Past

Example 9

Last year, the city council creating a new park in the center of town.

The correct answer is "creating." The correction would be "created" to match the time expression "Last year."

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Non-Specific Past

Example 10

My wife and I live next to the police station for 25 years.

The correct answer is "live." Due to the time expression "for 25 years," the present habitual tense is incorrect. The correction would be "have lived" or "lived." Note the difference between "have lived" and "lived." The verb phrase "have lived" means that the couple is still living next to the police station. The verb "lived" means that the couple no longer lives next to the police station, but did in the past for 25 years.

Happening Now

Example 11:

The theater company is currently hold auditions for the new production that it plans to stage.

The correct answer is "hold." The correction should be "holding" to make the present progressive form with the auxiliary verb "is."

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Chapter 1 Quiz

Complete the Sentence:

1. On Mondays, my sister _____ her bike to school before she meets up with her friends for coffee.
   A. rides
   B. riding
   C. is riding
   D. has ridden

2. Right now, I _____ an essay on Marianne Moore; she is my new favorite poet.
   A. is writing
   B. am writing
   C. have written
   D. has written

3. The Mona Lisa is a classic painting, and there _____ a print hanging in my grandmother's living room.
   A. is
   B. are
   C. were
   D. am

4. Back in 2001, I _____ all the way from San Francisco to Los Angeles.
   A. am bicycling
   B. have bicycled
   C. bicycled
   D. bicycling

5. For 100 years the Daughters of American War Veterans _____ been donating time with service people.
   A. have
   B. having
   C. will have
   D. is

6. Two years ago, both Mike and Nick _____ from the university with the best grades.
   A. graduate
   B. graduated
   C. are graduating
   D. will graduate

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7. Since her tenth birthday, she _____ been practicing her flute daily.
   A. has
   B. having
   C. have
   D. was

Error Correction:

8. Every night, Kara reading to her daughter as she rocks her to sleep after dinner.
   A. night
   B. reading
   C. her
   D. after

9. This morning I started a music class; now I is learning piano.
   A. This
   B. I started
   C. now
   D. is

10. We did visited the local farmers market several times this year.
    A. We did
    B. the local
    C. several
    D. this year

11. Yesterday after school, she walks to the library all by herself.
    A. after
    B. walks
    C. all
    D. herself

12. Occasionally, the rain fell for hours, keeping everyone inside where they watch movies until the rain stops.
    A. fell
    B. everyone
    C. where
    D. until

13. My job is hiring new staff, so now they have giving me fewer hours.
    A. My
    B. is hiring
    C. so now
    D. have

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14. When she was in the fifth grade, Tina win the spelling competition.
    A. When
    B. she
    C. fifth
    D. win

15. Every year, my family is watching the fireworks that explode in the sky on Memorial Day.
    A. my
    B. is watching
    C. that
    D. on

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Chapter 2

Logical Connectors

Connecting Content

Logical connectors are used to connect two parts of a sentence that have a meaning relationship. The meaning relationship between these two parts of the sentence can be separated into four categories: **time**, **cause and effect**, **oppositional**, and **conditional**. Each category of meaning can use various techniques for joining the two related parts of the sentence. These connecting methods include adverb-clause connectors, conjunctions, prepositions, and sentence expressions. The meaning relationship and the connecting method determine which verb form should be used. Many grammar questions on the iTEP test evaluate your ability to recognize the rules that govern this system of expression.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- **sentence structure**
- **conjunctions**
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

Below is a useful chart to get yourself started on becoming an expert at recognizing these types of iTEP questions and answering them correctly. After reviewing the chart, please look closely at the example sentences.

	Time Meaning	Cause-and-Effect Meaning	Oppositional Meaning	Conditional Meaning
Adverb Clause Connector	until, after, before, when, while, since, once, whenever, as soon as, as long as, by the time	because as since now that as long as so that in order that	even though although though while whereas where	if unless even if provided (that) providing (that) in case whether or not only if
Conjunctions	and then	so	but yet	or (else)
Preposition	during after before since until upon	because of due to	despite in spite of	

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	Time Meaning	Cause-and-Effect Meaning	Oppositional Meaning	Conditional Meaning
Sentence Expressions	then next after that following that before that afterwards meanwhile beforehand	therefore consequently	however nonetheless nevertheless on the other hand in contrast on the contrary	otherwise

The **logical-connectors** chart is important because it will help you begin to understand the variations in sentence structure that are common on the iTEP exam. The groups of examples below show sentences with identical meanings but different sentence structures.

Group A

- The soccer team lost the match because many of the players became sick the night before.
- Because many of the players became sick the night before, the soccer team lost the match.
- Many of the players became sick the night before, so the soccer team lost the match.
- The soccer team lost the match due to the sickness that many players had the night before.
- Because of the sickness that many of the players had the night before, the soccer team lost the match.
- Many of the players got sick the night before. Therefore, the soccer team lost the match.

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Group B

- Even though many of the players were sick, the soccer team still won the match.
- The soccer team still won the match though many of the players were sick.
- Many of the players were sick, but the soccer team still won the match.
- Despite the terrible sickness they had gotten the night before, the soccer team won the match.
- The soccer team won the match despite the sickness that many of the players had.
- Many of the players got sick the night before. Nonetheless, they still won the match the next day.

Group C

- After the soccer team had won the game, they were greeted by their fans outside the stadium.
- The soccer team members were greeted by their fans outside the stadium after they had won the game.
- The soccer team members were greeted by their fans outside the stadium after winning the game.
- After winning the game, the soccer team members were greeted by their fans outside the stadium.
- The soccer team won the game. Then, they were greeted by their fans outside the stadium.

Group D

- If the provincial government does not fund the new road project, traffic will continue to get worse in this area.
- Traffic will continue to get worse in this area if the provincial government does not fund the new road project.
- The provincial government will fund the new road project, or else traffic will continue to get worse in this area.
- The provincial government will fund the new road project. Otherwise, traffic will continue to get worse in this area.

From the chart and groups of sample sentences above, it may seem that the system of creating relationships between clauses in English is complicated. The good news is that it is in fact a system that is predictable and governed by rules. Once you know these rules, you can apply them to making decisions on the **Grammar Section** of the iTEP exam. Your teacher will be able to help you learn more about the chart and ways to connect ideas in sentences. Below are just a few methods that iTEP might use to assess your skills in this area.

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In general, you will need to be aware of the different forms that can be used to express similar meanings. In many cases, a small difference could be the deciding factor between choosing the right or wrong answer on an iTEP **Grammar** question.

Recognizing Time in Complex Sentences

Time expressions are not the only way to show the concept of time in a sentence. English has many ways to express time, or more accurately, express that one event happened before or after another event. In many cases, the iTEP exam will require you to recognize the time relationships in sentences in order to choose the correct answers. It is often the form of the verb that carries the correct expression of the time relationship. In many cases, the iTEP **Grammar Section** will test your ability to choose the correct form of the verb based on the other information in the sentence. In these types of sentences, two clauses will often be separated by an adverb-clause connector such as "before" or "after." Take a look at the chart below to see the typical verb forms that will be found with these types of sentences.

Consider these sentences below. Each one has two underlined parts. Which part happened first, and which one happened second?

1. The teacher will give the students homework before the class finishes.

2. Before the class finishes, the teacher will give the students homework.

3. The host and hostess of the party relaxed after the last guests had left.

4. After the last guests had left, the host and hostess of the party relaxed.

Examples

Example 1

Timothy passed a written test and a road test _____ getting his driver's license.

A. because
B. only if
C. during
D. before

The correct answer is "D." Answers "A" and "B" are incorrect because these connectors form separate clauses, and therefore require a subject in each clause. Answer "C" is incorrect because the gerund verb form "getting" cannot follow the preposition "during." That construction does not make logical sense.

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Example 2

So the city built the neighborhood park, there was nowhere for the children to play.

A. So
B. built
C. there
D. for

The correct answer is "A." If the two clauses were reversed, then "So" would be an acceptable connector. Because the "built the neighborhood park" is the second of two events, the correction would be to change "So" to "Before."

Knowing the Difference Between So, Because, Because of, Due to, and Therefore

iTEP **Grammar** questions might assess your ability to differentiate between the sentence structures used to express cause and effect in English. There are many options for making this kind of relationship between parts of sentences. If you review **Group A** in the sentences above, you will see many different sentence structures being used to express the same idea. These examples show you certain forms you will need to recognize to help you choose the right answer on the iTEP **Grammar Section**. Below are the sentences from **Group A** with further explanation and guidance.

Adverb-Clause Connectors

The first two sentences below use the adverb-clause connector "because" to join the cause-and-effect ideas. In this case, there are two clauses in the sentence, so you should identify two subjects and two verbs. Remember, a clause has both a subject and a verb, and sentences with two clauses are known as complex sentences.

Form 1: Adverb-clause connector in the middle

The **soccer team** **lost** the match **because** many of the **players** **became** sick the night before.
subject + verb + adv. connector + subject + verb.

Note: There is no comma used in this form.

Form 2: Adverb-clause connector at the beginning

Because many of the **players** **became** sick the night before, the **soccer team** **lost** the match.
adv. connector + subject + verb, subject + verb.

Note: A comma is needed in this form.

Form 3: Coordinator Conjunction

Many of the **players** **became** sick the night before, **so** the **soccer team** **lost** the match.
subject + verb, coordinate conjunction + subject + verb.

Note: A comma is used in this form.

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Form 4: Prepositional phrase at the beginning

Because of the **sickness** that many of the players had the night before, the **soccer team lost** the match.

preposition + object, subject + verb.

Note the difference between Form 1 and Form 4. They look very similar. However, in Form 4 there are not two clauses, just one. Remember, "because of" is a preposition, not an adverb-clause connector.

Form 5: Preposition in the middle

The **soccer team lost** the match **due to** the **sickness** that many players had the night before.

subject + verb + preposition + object.

Note: No comma is used in this form.

Form 6: Sentence expression, two sentences

Many of the **players got** sick the night before. **Therefore**, the **soccer team lost** the match.

subject + verb, sent. expression, subject + verb.

Note: A comma is used when "Therefore" appears at the beginning of a sentence.

Example 3

The computer is infected with spyware _____ it does not have up-to-date antivirus protection.

A. once
B. until
C. because
D. after

The correct answer is "C." The sentence has two clauses with subjects and verbs and the adverb-connector "because" makes the most sense in this sentence.

Example 4

During it is the middle of August, you can expect the temperature outside to be 100 degrees.

A. During
B. of
C. you can
D. temperature

This example begins with a prepositional phrase, but the combination "During it is" is incorrect, and therefore the correct answer is "A." The correction would be "because" or "since."

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Knowing the Difference Between Despite/In Spite Of and Even Though/Although/Though

Confusion can happen between various methods for joining ideas in sentences. For example, it is easy to confuse the prepositions "despite" and "in spite of," and the adverb-clause-connectors "even though," "although," and "though." Below you can revisit the sentences from **Group B**.

Form 1: Adverb-clause connector at the beginning

Even though many of the **players** **were** sick, the **soccer team** still **won** the match.

adv. clause connector + subject + verb, subject + verb.

Note: A comma is used in this form.

Form 2: Adverb-clause connector in the middle

The **soccer team** still **won** the match **though** many of the **players** **were** sick.

subject + verb + adv. clause connector + subject + verb.

Note: There is no comma in this form.

Form 3: Preposition at the beginning

Despite the terrible **sickness** they had gotten the night before, the **soccer team** **won** the match.

preposition + object , subject + verb.

Note: A comma is used in this form.

Form 4: Preposition in the middle

The **soccer team** **won** the match **despite** the **sickness** that many of the players had.

subject + verb + preposition + object.

Note: No comma is needed for this form.

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Example 5

Katie would like to ride racehorses competitively for a living _____ her mother strongly disapproves.

A. though
B. despite
C. so that
D. in spite of

The correct answer is "A." Answers "B" and "D" are incorrect because both would require the verb to be in the gerund form "disapproving." Answer "C" is incorrect because "so that" would make the sentence illogical, and also because it would require the verb to use the conditional form "would disapprove" or future form "will disapprove."

Example 6

We decided to stay at the park although the rain that was getting us wet.

A. decided
B. the
C. although
D. getting

The correct answer is "C." This connector is incorrect because of the additional clause connector "that." If "that" were removed from the sentence, it would be correct. Because removing "that" is not an option, the correction would be "in spite of."

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Knowing the Difference Between During and While

As you can see, knowing the difference between the sentence connectors is very important for writing and speaking English well. It also helps in the **Grammar Section** for the iTEP exam. Another pair of commonly confused connectors is "during" and "while." "During" is a preposition, and "while" is an adverb-clause connector.

[Tip] **The clause connector "while" is usually followed by a subject and a verb. "During" is usually followed by a noun or noun phrase.**

Form 1: Adverb-clause connector at the beginning

While he was running the race, **he felt** a pain growing in his knees.
adv. clause connector + subject + verb, subject + verb.

Note: A comma is used in this form.

Form 2: Preposition at the beginning of the sentence

During the **race**, **he felt** a pain growing in his knees
Preposition + object, subject + verb.

Note: A comma is needed for this form.

Example 7

The older couple fell asleep _____ the final act of the play.

A. during
B. while
C. because
D. despite

The correct answer is "A." Because "the final act of the play" does not contain a verb, this is a prepositional phrase. "During" is the only preposition among the answers. The remaining answers are incorrect because they require a clause with a subject and verb to follow.

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Example 8

During the man who drove the red car was telling his side of the story, the driver of the other car involved in the accident left the scene.

A. During
B. who
C. was telling
D. the

The correct answer is "A." Because there are two clauses of events happening simultaneously, the adverb-clause-connector "while" is necessary and not the preposition "During."

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Chapter 2 Quiz

Complete the Sentence:

1. _____ it's raining, the children will not be able to go outside and play.
   A. As long as
   B. During
   C. Before
   D. Upon

2. Megan is going to major in science _____ she wants to become a physicist.
   A. whereas
   B. during
   C. as
   D. after

3. Vehicle damage will continue _____ the state does not repair the many potholes on local streets and highways.
   A. if
   B. unless
   C. even if
   D. once

4. Martha prefers to watch jazz and tap dancing performances _____ her husband prefers a classic ballet production.
   A. as soon as
   B. as long as
   C. whereas
   D. whenever

5. My family likes to begin Christmas shopping early, _____ no major unexpected bills pop up.
   A. since
   B. in case
   C. now that
   D. provided

6. Wait until you hear from me _____ you complete the application for the student loan.
   A. until
   B. during
   C. before
   D. since

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7. _____ David Hockney is nearly 80 years old, he continues to create art in new ways using modern media and technology.
   A. After
   B. Whenever
   C. In case
   D. Even though

8. Wait _____ you save enough money for a down payment, before you try to purchase a car.
   A. when
   B. because
   C. until
   D. if

Error Correction:

9. I will leave 20 minutes early when I arrive on time even if there is traffic.
   A. leave
   B. when
   C. on
   D. even if

10. Where my brother is living at home with our parents, he'll save money.
    A. Where
    B. living
    C. our
    D. he'll

11. The kids want to go to the zoo after school, whereas the snake exhibit is open.
    A. to go to
    B. after
    C. whereas
    D. is open.

12. You can be happy unless you take the steps to make yourself so.
    A. You
    B. unless
    C. to
    D. yourself

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13. Kathryn is willing to become an American citizen in order to marry the man she loves by the time she was raised as a Chinese citizen.
    A. in order
    B. she
    C. by the time
    D. as a

14. Introverted people are said to find renewed energy from spending time alone before extroverts recharge in the company of others.
    A. are said
    B. before
    C. in
    D. of

15. Since you eat all of the food on your plate, you can have ice cream for dessert.
    A. Since
    B. on your
    C. can
    D. for

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Chapter 3

Active and Passive Voice Verbs

Understanding Voice

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

There is another aspect of English verbs commonly known as voice. Teachers of English will refer to a verb as being in either active or passive voice. While the majority of spoken and written English is in active voice, iTEP test-takers must be able to recognize passive-voice verb forms. In addition, active- and passive-voice verbs still carry the characteristics of tense and aspect. The fundamental question in determining the function of an active- or passive-voice verb is, "Who or what is doing the action?"

In a sentence using an active verb, it is usually clear who is doing the action as this will usually be the subject of the sentence. In a sentence that uses a passive verb, who or what is doing the action might not be as clear or might not be stated at all. Being able to recognize active- and passive-voice verbs in their many different forms is important if you want to answer iTEP **Grammar** questions correctly.

Before looking at some example sentences, review the following chart detailing the differing forms of active and passive sentences. In the chart, the verb "*to drive*" is chosen. Notice that "*drive*" is an irregular verb and for the passive voice, the past participle of "*to drive*" is used: *driven*.

Notice too that tense and aspect are dictated by the form of the verb "*to be*."

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Tense/Verb Form	Active Voice	Passive Voice
Simple Present	drive / drives	am / is / are driven
Present Progressive	am / is / are driving	am / is / are being driven
Simple Past	drove	was driven
Past Progressive	was driving	was being driven
Present Perfect	have / has driven	have / has been driven
Past Perfect	had driven	had been driven
Future	will drive	will be driven
Conditional	would drive	would be driven
Perfect Conditional	would have driven	would have been driven
Present Infinitive	to drive	to be driven
Perfect Infinitive	to have driven	to have been driven
Present Participle / Gerund	driving	being driven
Perfect Participle	having driven	having been driven

Examples

iTEP Examples of Passive-Voice Sentences

Example 1

The truck was _____ to the border and left there for several days.

A. driving
B. drove
C. driven
D. drives

The correct answer is "C." In order to form the passive voice correctly, the past participle form is needed. Answer "C" provides the past participle. Answer "A" looks like it could be correct. However, this answer would create an awkward meaning as only a human being can drive a truck. A truck cannot drive. Answers "B" and "D" are incorrect forms of the verb.

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Example 2

The car was drive into the park by two suspects before the police stopped them.

A. drive
B. the park
C. before
D. stopped

"A" is the correct answer. There is a clue that you are looking for a passive verb because the sentence begins with "The car." You know that a car cannot drive so it must be passive voice. The form "drive" is not in passive voice, and the correction would be "driven."

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Chapter 3 Quiz

Complete the Sentence:

1. The food _____ by the students in the cafeteria at lunch time every day.
   A. was ate
   B. is eaten
   C. is eating
   D. eating

2. The children _____ been taught the correct way to spell their first and last names.
   A. has
   B. have
   C. are
   D. will

3. The boxers _____ by experienced trainers every day of the week for four months.
   A. is taught
   B. was taught
   C. will be taught
   D. has taught

4. The driver has been _____ the directions to the soccer game in the village.
   A. give
   B. gives
   C. given
   D. gave

5. The homes _____ out of wood found in the surrounding area.
   A. have being built
   B. are being build
   C. are been built
   D. are being built

6. The answer would have been right but there _____ no full stop at the end.
   A. has
   B. had
   C. were
   D. was

7. The food has to _____ shared evenly among all of the children in the morning class.
   A. to be
   B. be
   C. been
   D. being

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8. The car _____ by a mechanic with 10 years of experience.
   A. are being repaired
   B. is being repaired
   C. are repaired
   D. have repaired

Error Correction:

9. The ball has hit by a bat in the sports of both cricket and baseball.
   A. The
   B. has
   C. in both
   D. sports

10. Had been seen from the window, everybody knew exactly where they hid the money.
    A. Had
    B. from
    C. everybody
    D. they hid

11. The shoemaker was being told exactly which repairs the little boy's brown shoes needing.
    A. shoemaker
    B. which
    C. boy's
    D. needing

12. Before having been told the rules, the participants are expected to follow them exactly.
    A. Before
    B. told
    C. participants
    D. to follow

13. All the soldiers are been told what to do if they encounter the enemy.
    A. All
    B. been
    C. what
    D. if they

14. The potato was peeling using a special type of knife called a potato peeler.
    A. was peeling
    B. using
    C. of
    D. a

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Chapter 4

Gerunds and Infinitives

Recognizing Patterns

A very common skill that is tested on the iTEP exam is the ability to recognize whether or not a gerund (...ing form) or an infinitive (to .... form) should go together with a particular verb. In some cases, there may be an object or adverb that comes in between the verb and the gerund or the infinitive. There are four main types of sentences that follow the same pattern. Learning when and how gerunds and infinitives are used for the listed verbs on the following pages can make answering varied iTEP questions much easier. Carefully take a look at the four sentence patterns, the included example sentences, and the lists of verbs that follow each pattern. Together with your fellow students and your teacher, write sentences that utilize the patterns and verb lists.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- **sentence structure**
- conjunctions
- **parts of speech**
- articles and prepositions
- **expressing quantity**
- pronouns

Pattern: Verb + an Infinitive

When followed by a verb form, the verbs in the chart below are typically followed by an infinitive (to + verb–i.e. *to speak*).

Verbs Followed by an Infinitive ***"She agreed to speak before the game."***				
agree	continue	hesitate	offer	start
aim	dare	hope	ought	stop
appear	decide	hurry	plan	strive
arrange	deserve	intend	prefer	swear
ask	detest	leave	prepare	threaten
attempt	dislike	like	proceed	try
be able	expect	long	promise	use
beg	fail	love	propose	wait
begin	forget	mean	refuse	want
care	get	neglect	remember	wish

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Examples

Example 1

The audience hesitated _____ at first because they did not know if the play was over or not.

A. clapping
B. clap
C. to clap
D. clapped

The correct answer is "C" because the verb "hesitate" is generally followed by an infinitive form—in this case, "to clap."

Example 2

The suspect agreed coming out of the house after the police surrounded the property

A. The
B. coming
C. after
D. surrounded

The correct answer is "B" as the infinitive form "to come" is the needed correction.

Pattern: Verb + Object + Infinitive

Some verbs, like the ones below, will often have an object between the verb and the infinitive.

Verbs Followed by an Object and an Infinitive *"Everyone expected her to win."*				
advise	command	hire	order	require
allow	dare	instruct	pay	send
ask	direct	invite	permit	teach
beg	encourage	lead	persuade	tell
buy	expect	leave	prepare	urge
challenge	forbid	love	promise	want
choose	force	motivate	remind	warn

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Example 3

The officer commanded his troops _____ up the hill several times.

A. charging
B. charge
C. to charge
D. charged

The correct answer is "C." The infinitive form, "to charge," is needed due to the time expression "several times." Answer "A" would be correct if the sentence did not have the time expression "several times."

Example 4

Catherine's father advised her study engineering in college, not literature.

A. Catherine's
B. study
C. in college
D. not

Answer "B" is correct because the infinitive form "to study" is needed here.

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Pattern: Verb + a Gerund

Other verbs are typically followed by the gerund form ("-ing " ex: speaking). It is important to know that gerunds often function as nouns. These nouns represent the act of doing something when they follow verbs such as those in the chart below.

Verbs and Verb Phrases Followed by a Gerund *"They enjoyed working on the boat."*				
admit	delay	finish	postpone	resist
advise	deny	forbid	practice	resume
appreciate	detest	get through	quit	risk
avoid	dislike	imagine	recall	spend (time)
can't help	enjoy	mind	report	suggest
complete	escape	miss	report	tolerate
consider	excuse	permit	resent	waste (time)

Example 5

Rita says she enjoys _____ for all her friends.

A. cooking
B. cook
C. to cook
D. cooked

The correct answer is "A." In this sentence, "cooking" functions as a noun. "Cooking" as an activity takes the gerund form. None of the other answers are appropriate verbs forms.

Example 6

The government asked the newspapers to postpone to make the story public until the president was able to leave the area.

A. asked
B. to make
C. until
D. was able

The correct answer is "B" because the correction "making" is needed after the verb "postpone."

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Pattern: Verb + Preposition + a Gerund

Finally, some verbs that are followed by a preposition require the gerund form for the noun phrases that follow the prepositions.

Verbs Followed by a Preposition and a Gerund *"We concentrated on doing well."*		
admit to	depend on	plan on
approve of	disapprove of	prevent (someone) from
argue about	discourage from	refrain from
believe in	dream about	succeed in
care about	feel like	talk about
complain about	forget about	think about
concentrate on	insist on	worry about
confess to	object to	

Example 7

The president of the company made it clear that he did not approve of _____ more than $500.

A. spend
B. spent
C. to spend
D. spending

After "approve of," the appropriate gerund form "spending" is needed, so the correct answer is "D."

Example 8

James' father discouraged him from joined the basketball team because James' grades were too low.

A. joined
B. because
C. were
D. too low

For this error correction example, the word "joined" is incorrect and should be "joining." Therefore, the correct answer is "A."

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Chapter 4 Quiz

Complete the Sentence:

1. The administration agreed _____ a meeting with parents about next year's calendar.
   A. to schedule
   B. schedule
   C. schedules
   D. scheduling

2. The thief would not admit _____ stealing the sports car, so the police showed him the video footage and then he admitted _____ it.
   A. for
   B. to
   C. them
   D. with

3. The school will _____ threatening or bullying behavior by any student; there is simply no tolerance for this.
   A. an excuse
   B. to excuse
   C. not excuse
   D. be excused

4. The girl's mother did not approve _____ the way she was dressing, so she changed into an outfit her mother approved.
   A. by
   B. for
   C. of
   D. with

5. Our supervisor advised all the employees _____ all their reports completed prior to the meeting.
   A. to have
   B. have
   C. had
   D. having

6. The doctor advised _____ instead of taking the car in order to work some exercise into each day.
   A. to walk
   B. walk
   C. walked
   D. walking

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7. Politicians will argue _____ anything it seems, even when there is nothing for them to be arguing _____.
   A. before
   B. after
   C. between
   D. about

8. The new paintings at the art museum appear _____ arriving sometime this fall.
   A. are
   B. to be
   C. for
   D. being

Error Correction:

9. Our congress will aim focusing their attention on making our country a better place.
   A. focusing
   B. making
   C. our
   D. better

10. Once we get through looking at all of these photos, we can beginning organizing them.
   A. Once
   B. through looking
   C. beginning
   D. them

11. News reporters like to talk with what is happening all around the world.
   A. to
   B. with
   C. what is
   D. all around

12. We promised ice cream to the kids if they wanted working for it after their chores were done.
   A. We promised
   B. if they
   C. working
   D. were done

13. The Athletic Department proposed to starts having concessions on both sides of the gym by the entrances.
   A. The
   B. starts
   C. on both
   D. by the

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Chapter 5

Prepositions and Meaning

Knowing Prepositions

The iTEP test has many questions about prepositions and their proper use in English sentences. While English has a large number of prepositions, iTEP only uses about 25 in its tests. Knowing the meaning and use of these prepositions will help you answer some iTEP questions correctly. It is common for iTEP to pose a question that requires you to choose the correct preposition to complete a sentence. Please look at the following examples of iTEP preposition questions.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

Examples

Example 1

The truck driver went _____ the tunnel to make sure the items were delivered on time.

A. among
B. on
C. at
D. through

The correct answer is "D." The key word in the sentence is "tunnel" as a place one travels "through." Logically, one cannot drive "among," "on," or "at" a tunnel.

Example 2

Because of the heavy snow and ice that was falling, we drove with the local streets, not the highway.

A. Because
B. that
C. with
D. not

Because one cannot drive "with" a street, the correction needed here is answer "C." Please see the following chart listing the most common prepositions:

Common Preposition					
of	on	as	over	without	with
in	at	into	between	before	after
to	from	like	out	under	during
for	by	through	against	around	among

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7. Sarah is _____ Montreal, since that's where she grew up, but now she lives in New York.
   A. from
   B. over
   C. on
   D. for

Error Correction:

8. The tall trees in the forest cast shade from the smaller plants, so plants that grow well in shade tend to grow best there.
   A. in the
   B. from
   C. that
   D. grow

9. North America is in the western hemisphere, and Europe is in the eastern hemisphere, with the Atlantic Ocean like them.
   A. in
   B. the
   C. with
   D. like

10. Cuckoo clocks are unique because they have a little bird that pops between and chirps every hour.
    A. are
    B. a little
    C. that
    D. between

11. Jo realized too late that she had a stain on the back of her dress, so she had to stand with her back under the wall all night so that no one could see it.
    A. that
    B. of her
    C. under
    D. so that

12. Oliver was enjoying the play very much, so he was annoyed when a baby started crying on the second half and he couldn't hear.
    A. the
    B. annoyed
    C. on
    D. he

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Chapter 5 Quiz

Complete the Sentence:

1. Sporting events are much more fun when you go _____ a big crowd of your best friends.
   - A. with
   - B. from
   - C. over
   - D. during

2. My mom likes to keep her chocolate _____ the refrigerator so that it doesn't melt.
   - A. into
   - B. over
   - C. in
   - D. around

3. The CEO makes the big decisions since he is the head _____ the company, even though he is out of touch with the consumers.
   - A. of
   - B. about
   - C. around
   - D. from

4. It was a long trip, but we were glad we drove _____ the beach because the weather was so beautiful.
   - A. in
   - B. of
   - C. to
   - D. through

5. David wanted to impress Sarah, so he bought a very expensive, beautiful present _____ her.
   - A. of
   - B. for
   - C. as
   - D. about

6. The President of the United States lives in the White House, which is located _____ 1600 Pennsylvania Avenue in Washington, D.C.
   - A. at
   - B. in
   - C. for
   - D. through

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13. When Kile wanted to lose weight, he decided to start drinking his coffee during cream or sugar in it.

    A. to
    B. decided
    C. his
    D. during

14. There were many tests of space flight, like sending a dog into space, against anyone would risk sending a human.

    A. tests of
    B. like
    C. against
    D. a

15. Colleen's apartment had a bakery through it, and she loved to smell the bread baking on the ground floor early every morning.

    A. Colleen's
    B. a
    C. through
    D. on the

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Chapter 6

Articles and Demonstratives

Understanding Articles

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- **articles and prepositions**
- **expressing quantity**
- pronouns

One specific grammar point that is assessed commonly on the iTEP test is the use of articles. Using articles can be a difficult aspect of learning English, especially if a person's first language does not have a similar grammatical form. In order to become familiar with articles, it is important to become familiar with the concepts of definite and indefinite. In most cases, definite means that a specific person, place or thing is already known to the speaker/writer and the listener/reader. A person, place or thing that has already been introduced or is well known is definite. The definite article in English is "the," as in "the moon," to indicate the specific moon that orbits the Earth.

Indefinite articles are used to introduce things that are not yet specific sometimes because they have not yet been introduced in a conversation or piece of writing. The words "a" and "an" are used for indefinite singular items with "a" introducing nouns that begin with consonant sounds: i.e. "a dog." "An" introduces nouns that begin with vowel sounds such as "an elephant." Consider the two sentences below:

> **Yesterday, a car went speeding past me on the highway. Later as I drove a little further down the road, I noticed that the car had gotten into an accident.**

Notice: The word "***car***" is mentioned twice in this example. The first time, the concept of "***car***" is newly introduced and so requires an indefinite article. Therefore, the speaker uses "***a***" to identify the car. The second time the speaker uses "***the car***" because the car is now known to both the speaker and the listener.

For indefinite nouns in the plural, use "some." For example, "a banana" becomes "some bananas." "Some" is also used as the indefinite article for uncountable nouns, as in "some rice" and "some milk." Please see the explanation below and determine which article should be used: "a," "an," "some," or "the."

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Pattern 1: A & An

Use "a/an" when accompanied by a singular countable noun:

Example: "I had both a banana and an apple for breakfast today."

Use "a/an" when talking about someone's job or when describing what the person is:

Example: "Annie is a nurse; her mother is an accountant."

Use "a/an" when discussing something you are unfamiliar with:

Example: "I went to visit a museum today. It was an interesting place."

Pattern 2: The

Use "the" when we know what we are referring to is unique and the only one of its kind:

Example: " The planet Mars could hold a key to the Earth's past."

Use "the" after something becomes familiar to you:

Example: "The store I used to work at closed down this summer."

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Examples

Example 1

To reduce the use of fossil fuels, we can use the power of _____ sun.

A. a
B. this
C. these
D. the

Because there is only one "sun," the correct answer is "D." Answer "A" is incorrect because "the sun" is specific and therefore will not use the indefinite article. Answers "B" and "C" are incorrect because you cannot choose between suns. Answer "C" is also incorrect because it requires a plural noun to follow.

Example 2

Do you have _____ paperclip that I could use?

A. a
B. this
C. these
D. an

The correct answer is "A." The speaker is not requesting a specific paperclip, so the indefinite article is needed. Answer "D" is also an indefinite article, but not the correct choice because "paperclip" doesn't start with a vowel sound.

Example 3

They want to build those university in my hometown.

A. want
B. those
C. in
D. hometown

The correct answer is "B." The reason this answer requires correction is because "university" is singular while the demonstrative "those" requires a plural noun.

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Using A & An

When choosing the articles "a" and "an," it is important to pay attention to vowels, consonants and their sounds. Indefinite nouns that begin with a vowel are usually introduced by "an." While indefinite nouns that begin with a consonant are usually introduced by "a." However, some words begin with a *vowel* spelling but have a *consonant* sound. These words are introduced by "a." Other words begin with a consonant spelling but have an initial vowel sound. These words are introduced by "an." See the chart below for some examples of each type of indefinite article.

A	AN
The following words start with a **CONSONANT** LETTER & SOUND.	The following words start with a **VOWEL** LETTER & SOUND.
a table	an orange
a window	an elevator
a computer	an actress
a fat cat	an eager student
a cool evening	an old woman
a slightly lazy man	an irate guest

The SOUND of the first letter is important!

A	AN
The following words start with a **VOWEL** LETTER but **CONSONANT** SOUND.	The following word starts with a **CONSONANT** LETTER but **VOWEL** SOUND.
A university (**u** sounds like **you** so it makes the sound of the consonant "**Y**" making "**A**" correct.)	**An** hour (**h** is silent so it is a vowel sound making "**An**" correct.)
A usual thought (**u** sounds like the consonant **Y.**)	I got **an F** on the test (pronounced "**ef.**")
A European country (**Eu** sounds like **Y.**)	Mark it with **an X** (pronounced "**ex.**")
A unique experience (**u** sounds like **Y.**)	
I got **a** one on the test (**one** is pronounced like "**won.**")	

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Demonstratives

Another type of word that introduces a definite person, place, or thing is a demonstrative. There are four commonly used demonstratives in English: this, that, these, and those. Take a look at the chart below to see how these words vary in meaning by singular/plural and proximity.

	Close by / Nearby	Distant / Far away
Singular	this	that
Plural	these	those

iTEP **Grammar** questions will assess your understanding of the proper use of these words in English sentences. Take a look at the examples below.

Example 4

Because it is too old to be used for anything, _____ building is marked for destruction.

A. a
B. this
C. these
D. an

"B" is the correct answer for this example. Because the building was introduced in the first clause, you know which building is being discussed. Therefore, the indefinite article is not used, so answers "A" and "D" are incorrect. There is only one building mentioned, so the plural demonstrative is incorrect in answer "C."

Example 5

The migration of the monarch butterfly is an amazing phenomenon in nature. That beautiful creatures fly thousands of miles during the trip.

A. of
B. an
C. That
D. fly

In the second sentence, the subject is "creatures" so the correct demonstrative would be "these," not "that." The correct answer is "C."

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Example 6

The cars that were produced in our German factory were faster than _____ that were built in our American factory.

A. that
B. this
C. these
D. those

The correct answer here is "D." The noun being referenced is "cars." Therefore, the plural demonstrative should be used to represent cars in the second part of the comparison.

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Chapter 6 Quiz

Complete the Sentence:

1. The best time to wake up is just as _____ sun comes up.
   A. an
   B. the
   C. these
   D. those

2. The boys wanted to find out if _____ teammates would be at the party.
   A. those
   B. that
   C. this
   D. a

3. Because the play started late, _____ parts were cancelled.
   A. a
   B. that
   C. this
   D. some

4. Jane never expected a gift from _____ person.
   A. an
   B. those
   C. that
   D. these

5. On the way to the park, pick up _____ hot dog.
   A. these
   B. those
   C. an
   D. a

6. _____ orange is a type of fruit that has to be peeled.
   A. A
   B. An
   C. These
   D. Some

7. The dentist said that _____ teeth needed to be pulled.
   A. a
   B. some
   C. an
   D. this

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Error Correction:

8. It turns out that the bugs were just attracted to those light.
   A. It
   B. that
   C. the
   D. those

9. They decided to rescue a older dog from the shelter.
   A. to
   B. a
   C. from
   D. the

10. Taking this pictures will show those people where the boat is at.
    A. this pictures
    B. those people
    C. the boat
    D. at

11. She took her phone to the store with to hope that it could be fixed.
    A. to the
    B. to hope
    C. it
    D. could be

12. Whenever we decide which of a cars we like, we will tell the children.
    A. of
    B. a cars
    C. will
    D. the children

13. Mistakes are easy to make when these TV is on.
    A. are easy
    B. to make
    C. these TV
    D. is on

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Chapter 7

Comparatives and Superlatives

Using Comparatives

The iTEP **Grammar Section** often contains questions that assess a student's ability to recognize and properly structure comparative statements. These types of sentences compare people, places, and things often using phrases like "more than" or "less than." An understanding of both comparative adjectives and parallel grammatical structure is required for success on these questions. Below are some sample questions highlighting parallel structure in comparative statements.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- **sentence structure**
- conjunctions
- **parts of speech**
- articles and prepositions
- expressing quantity
- **pronouns**

Examples

First, the simplest form of a comparative sentence uses the "-er" form of an adjective with the word "than." Take a look at a few examples of this form.

Example 1

The total revenue for the company in 2013 was _____ than the revenue in 2012.

A. high
B. highest
C. higher
D. more high

The correct answer is "C." This is a simple comparative form as the sentence correctly compares two things: "revenue in 2013" and "revenue in 2012." Answer "A" is incorrect because "high" doesn't give a comparative form of the adjective. Answer "B" gives a superlative form of the adjective, which is not correct. Answer "D" is appealing but in fact is an incorrect formation of the comparative adjective.

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Example 2

The gross domestic product of the northern states was highest than that of the southern states.

A. The
B. of
C. highest
D. that

The correct answer is "C." The correction would be to use the comparative adjective "higher." The demonstrative "that" can be used to replace a phrase that is introduced previously in the sentence. Therefore, "that" is a correct demonstrative in this sentence, replacing "the gross domestic product."

Long Adjectives	Examples
Most two-syllable adjectives that do not end in "y"	*Mary is more polite than Cindy.* *Tom is more helpful than Peter.*
All adjectives of three syllables or more	*Ella is more hardworking than Anne.* *Josh is more attractive than Adam.*

Adjectives in Comparative Sentences

Comparative Adjectives 1		
	Base	**Comparative**
one syllable Form: **(adj.) *-er than***	large	larger than
	small	smaller than
	nice	nicer than
	short	shorter than
	strong	stronger than
two syllables ending in "y" (change "y" to "i" & add "er") Form: **(adj.) *-ier than***	easy	easier than
	busy	busier than
	pretty	prettier than
	funny	funnier than
	smelly	smellier than
two or more syllables Form: ***more*** **+ (adj.) +** ***than***	beautiful	more beautiful than
	dangerous	more dangerous than
	intelligent	more intelligent than
	understanding	more understanding than
	interesting	more interesting than

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Comparative Adjectives 2		
	Base	**Comparative**
one syllable or ending in "y" Form: **(adj.) *-er***	long	longer
	young	younger
	big	bigger
ending in "y" Form: **(adj.) *change "y" to "i" & add "er"***	early	earlier
Adjectives with two or more syllables Form: ***more/less*** + **(adj.)**	beautiful	more beautiful
	faithful	more faithful
	beautiful	less beautiful
	faithful	less faithful
Irregular comparitives	good	better
	bad	worse
	little	less
	much	more

Remember that some adjectives cannot be changed to an "-er" form. In general, these are adjectives that are longer, two syllables or more. For these types of adjectives, the word "more" must be used to form the comparative.

Example 3

The second salesperson that the company sent was _____ than the first one who came to talk to us.

A. polite
B. politer
C. more polite
D. most polite

The correct answer is "C." "Polite" is an example of an adjective that cannot taker "-er" as an ending and therefore needs the modifier "more" to be in a comparative form.

Another form of the comparative sentence is when a noun or phrase follows the comparative adjective. In these cases, the comparative adjective is modifying a noun or noun phrase. Also, in these sentences, the word "than" can be separated from the comparative adjective. This separation can sometimes create confusion, and you will need to recognize when this form is being used.

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Example 4

The northern states had a _____ gross domestic product than the southern states, making it difficult for the southern states to purchase commodities.

A. high
B. highest
C. higher
D. more high

The correct comparative form is answer "C." Notice that "gross domestic product" appears between "higher" and "than."

Another way to form comparative sentences is with an "as + adjective + as" construction. As with other comparative structures, it is important that the two items being compared are in the same grammatical form. Also, with this construction, the two items being compared could be equal or different depending on whether a negative modifier is used. Take a look at the two example sentences below and notice how the negative modifier "not" changes the meaning of the sentences.

The fruit and vegetables grown in colder regions of the country are as delicious as those grown in the warmer southern regions.

The fruit and vegetables grown in colder regions of the country are <u>not</u> as delicious as those grown in the warmer southern regions.

The iTEP exam might test your awareness of this form in a number of ways. See the following examples:

Example 5

The professor chose a textbook that was not _____ as the textbook from last year's class.

A. expensive
B. too expensive
C. as expensive
D. more expensive

For this example, the correct answer is "C." Answer "A" is incorrect because it is not in a comparative form. Answer "B" would be correct if this was the end of the sentence. Answer "D" is incorrect because the word "as" follows instead of the necessary "than" for this answer to be correct.

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One more comparative form is one that uses adverbs to compare how two persons, places, or things do an action. In these sentences, an "as + adverb + as" construction is used. Here is an example of a sentence with this form.

Example 6

The team lost because they did not move the ball as effective as their competitors.

A. The
B. lost
C. did not move
D. effective

The correct answer is "D." In this example the adverb form is needed to complete the sentence. The adverb needed to modify the verb "move" is "effectively."

Superlatives

Superlative adjectives are also commonly found in iTEP test sentences. In these sentences, you will need to be aware of the proper use of the article "the" and constructions such as "most" and "one of." The simplest form of a superlative sentence uses an "-est" form of an adjective. Take a look at the following example sentences.

Example 7

Tokyo is one of the _____ cities in world and is also one of the most densely populated.

A. large
B. largest
C. most large
D. larger

Because the sentence contains "one of the," the correct superlative form is answer "B." Answers "A" and "D" are incorrect because they are not in a superlative form. Answer "C" is appealing but not the correct form for the adjective "large." See the chart below:

One syllable "-est"	Two syllables "-est" or "most"	Three or more syllables	Irregulars
smallest	happiest	most beautiful	best/worst
tallest	most peaceful	most creative	least

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Example 8

The team won because they had the quickly runners in the competition.

A. The
B. won
C. had
D. quickly

The word "quickly" is an adverb and cannot describe a noun, so answer "D" is correct. The word "quickly" could be replaced with the superlative adjective "quickest."

Using "The" With Superlatives and "Only"

As mentioned above, the definite article "the" is used when a person, place, thing, or idea has been previously specified or is commonly known to both the speaker/writer and the listener/reader. However, there are other times that the definite article should also be used. When a noun is described with a superlative like biggest, a definite article should be used because this noun is one of a kind. In addition, if a noun is identified as the only one of its type, it is deemed to be definite. Take a look at the example sentences below that demonstrate these points.

Example 9

When he was out in the desert all alone, he felt like _____ loneliest man in the world.

A. a
B. an
C. the
D. some

The correct answer is "C." Because loneliest is a superlative, this man is one of a kind, so a definite article should be used.

Example 10

It is said that Costa Rica has a most beautiful sunsets because of the way the light hits the waters of the ocean.

A. is said
B. a
C. because
D. hits

The correct answer is "B." Because "most" is a superlative, it should be preceeded by the definite article "the" instead of the indefinite article "a."

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Chapter 7 Quiz

Complete the Sentence:

1. My grandfather has always bought cars from the same automobile company. They are _____ only cars he drives.
   - A. a
   - B. an
   - C. the
   - D. some

2. Did you know that they have competitions for ugly dogs, where they choose the one that is _____?
   - A. ugliest
   - B. uglier
   - C. ugly
   - D. more ugly

3. The money that was spent on this house by the new corporate owners was not as _____ as the money spent onthat house.
   - A. more
   - B. much
   - C. most
   - D. many

4. The results of the people who took their time and double-checked their work were more accurate _____ those of other groups.
   - A. like
   - B. from
   - C. by
   - D. than

5. There are plenty of hard metals, However, diamond proves to be the _____ known to man.
   - A. harder
   - B. hardest
   - C. difficult
   - D. more difficult

6. The male cardinal chirped pleasantly in the branches of the willow tree but _____ as the melodic yellow warbler.
   - A. as sweetest as
   - B. as sweet as
   - C. not as sweeter as
   - D. not as sweetly as

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7. The responsible teenager was not _____ frivolous as her friend who spent her whole paycheck on a manicure.
   A. is
   B. as
   C. better
   D. for

8. Grizzly bears are much _____ than Arctic polar bears but just as ferocious.
   A. small
   B. smaller
   C. smallest
   D. most small

Error Correction:

9. A necklace made <u>with gold</u>, diamonds and platinum is <u>most</u> precious than <u>one</u> made from sterling silver and <u>semi-precious</u> stones.
   A. with gold
   B. most
   C. one
   D. semi-precious

10. The <u>car collector's</u> 1957 Chevy was <u>cleanest</u> than the brand new Cadillac <u>parked</u> next to <u>it</u>.
   A. car collector's
   B. cleanest
   C. parked
   D. it

11. <u>After</u> the students <u>bit into</u> oranges and lemons, <u>they</u> determined that oranges were not <u>like</u> tart as lemons.
   A. After
   B. bit into
   C. they
   D. like

12. Dogs are pack animals <u>that</u> enjoy socializing and are easily <u>trainable</u>, while cats are more solitary <u>from</u> dogs and are very difficult <u>to train</u>.
   A. that
   B. trainable
   C. from
   D. to train

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13. I don't stay out very late; midnight is usually the late I stay out.
    A. I don't
    B. very
    C. is usually
    D. late

14. Not all metals are created equal. For example, iron alloys are a mixture of two or more metals that make them strongest than pure metal.
    A. are created
    B. For example
    C. two or more
    D. strongest

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Chapter 8

Pronouns

Choosing Pronouns

The iTEP **Grammar Section** tests a student's ability to choose the correct pronoun in varied situations. This can sometimes be a challenge. While a pronoun always takes the place of a noun, which can be either a person, place, thing, or idea, the form of that pronoun varies depending on a number of factors, such as the noun's gender. A pronoun may also be possessive, singular or plural, and either the subject or the object in a sentence. Each iTEP test question provides the necessary clues for you to choose the correct pronoun. This unit offers a sampling of the many types of pronoun questions that you might find in the iTEP **Grammar Section**.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- **sentence structure**
- conjunctions
- **parts of speech**
- articles and prepositions
- expressing quantity
- **pronouns**

Examples

Example 1

My grandfather bought the house in 1948, but _____ has renovated it many times since then.

A. he
B. she
C. they
D. him

The correct answer here is "A." The word "grandfather" is masculine, and therefore a masculine pronoun should be used. Answer "B" is incorrect because "grandfather" is not feminine. Answer "C" is incorrect because there is only one grandfather in this sentence, not two or more. Answer "D" is incorrect because it is the object form of the pronoun.

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Example 2

My grandparents bought the house in 1948, but _____ have renovated it many times since then.

A. them
B. they are
C. they
D. he

The correct answer is "C." "Grandparents" is a plural form, and therefore the pronoun must be plural. Answer "A" is incorrect because this is an object form of the pronoun and what is needed is a subject form. Answer "B" is incorrect because an incorrect verb would be formed. Answer "D" is incorrect because "he" is singular, and "grandparents" is plural.

Example 3

The president spoke about the need for more affordable housing, but they failed to address the lack of jobs and opportunity.

A. the need
B. they
C. to address
D. of

The correct answer is "B." Because the "president" is a single person, the plural pronoun "they" is incorrect, and the singular subject pronoun "he" or "she" is needed.

Example 4

The members of the group did not realize that the story was about _____ because their names had been changed.

A. them
B. they
C. her
D. their

The correct answer is "A." An object form of the pronoun is required because of the preposition "about." Answer "B" is incorrect because it is a subject pronoun. Answer "C" is incorrect because "her" is singular and "members" is plural. Answer "D" is incorrect because "their" is a possessive form.

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Relative Pronouns

Using relative pronouns to create adjective clauses is an important aspect of developing a quality writing style. Adjective clauses add further information to identify and define persons, places, things, and ideas in English sentences. Of course, the use of relative pronouns and the formation of adjective clauses follow consistent patterns in English. The iTEP **Grammar Section** will test your ability to recognize these patterns.

First, iTEP test-takers should know the difference between "who" and "whom." As relative pronouns, "who" is used for subject adjective clauses, and "whom" is used for object adjective clauses.

> **The principal warned students who take that bus that they must report to the bus stop five minutes prior to the scheduled pickup time.**

In this example, "who take that bus" is an adjective clause describing "students." This is considered a subject adjective clause because "who" represents "students" in the clause and a viable sentence could be made such as "Students take the bus."

An object adjective clause is formed when the relative pronoun represents an object in the adjective clause. When this object is a person, the relative pronoun "whom" is used as in the next example sentence.

> **The employees whom the company hired before the merger were allowed to keep their positions.**

In this example "whom the company hired before the merger" is an adjective clause describing "employees." This is considered an object adjective clause because "whom" represents "employees" in the clause and a viable sentence could be made such as "The company hired the employees before the merger." In this case, the word "employees" is an object.

For subject adjective clauses, "who" or "that" can be used, but not "whom." For object adjective clauses, "whom" or "that" can be used, but not "who."

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Example 5

To make your company successful, you should hire people _____ you can trust.

A. whom
B. who
C. for
D. which

The correct answer is "A." Because "whom" represents "people" and "you can trust people" is an appropriate phrase, the object adjective clause will use "whom."

Example 6

The doctors for performed the surgery said that the patient had a good chance of a full recovery.

A. for
B. that
C. had
D. a full recovery

The correct answer is "A." The corrected sentence would read "The doctors *who* performed...."

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Chapter 8 Quiz

Complete the Sentence:

1. _____ issue is with the warehouse supervisor's poor communication skills and attendance policy.
   A. Hers
   B. She
   C. Her
   D. Herself

2. My mother was too impatient to wait for me, so she cleaned the house _____.
   A. themselves
   B. ourselves
   C. myself
   D. herself

3. The teacher approached me after class to ask why I had forgotten to bring _____ books.
   A. me
   B. my
   C. mine
   D. I

4. Evan plays basketball every Thursday, and he left _____ shoes at the last practice.
   A. his
   B. the
   C. he's
   D. her

5. Our cabin is just over the hill; _____ is yet another ten miles beyond ours.
   A. ours
   B. theirs
   C. we
   D. them

6. _____ have received a passing grade on Mr. Henry's history final exam.
   A. I
   B. Me
   C. He
   D. She

7. You went to the doctor to receive the results of _____ medical tests.
   A. your
   B. you're
   C. there
   D. they're

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Error Correction

8. There has to do it and has to do it quite well to pass the test.
    A. There
    B. has
    C. it
    D. to pass

9. You don't even like eating dark chocolate, so I think you should have bought it.
    A. don't even
    B. eating
    C. I think
    D. should have bought

10. The president does run the country. However, he does not make all of the rules herself.
    A. does run
    B. However
    C. all of
    D. herself

11. Themselves did the hard work and reaped the reward, which included a pay raise.
    A. Themselves
    B. the
    C. reaped
    D. included

12. A country's laws reflect the values, morals and ethical standards of your people.
    A. country's
    B. reflect
    C. and ethical
    D. your

13. Frida Kahlo explored many different themes such as identity, race and gender in your paintings.
    A. explored
    B. such as
    C. race
    D. your

14. I worked herself to the bare bone despite not receiving a paycheck.
    A. herself
    B. despite
    C. not
    D. a paycheck

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Chapter 9

Nouns

Noun Forms (-less,-ness,-ism,-tion)

A word in English may sometimes become a different part of speech when a new ending is added. For example, the adjective "kind" becomes a noun when "-ness" is added to create "kindness." The iTEP **Grammar Section** sometimes features questions that assess a test-taker's skill in correctly using these noun endings.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

Examples

Example 1

Chefs can find _____ of this recipe everywhere, but the basic ingredients of milk, sugar and flour are common in all of them.

A. variations
B. various
C. vary
D. variable

The correct answer is "A." The sentence calls for an object for the verb "find," and an object must be a noun form. Answers "B" and "D" are incorrect because they are adjectives. Answer "C" is incorrect because it is a verb.

Example 2

Although we found a few different between the two films, they both contained similar themes.

A. Although
B. found
C. different
D. both

The correct answer is "C." The verb "found" requires an object to follow, and there is no noun before "between." In this case, "differences" would be the needed correction.

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There, Their, They're

The iTEP **Grammar Section** might have questions that test your ability to differentiate between similar sounding words in the text. The words "there," "their," and "they're" are all pronounced exactly the same. However, they are three different words with different meanings and usages. Look at three example sentences below.

Example 3

The scouts searched for berries, seeds, and edible plants, but _____ was nothing to be found in that desert environment.

A. they're
B. their
C. there
D. they

The correct answer is "C." Answer "A" is incorrect because it would form a double-verb situation with "are" and "was." Answer "B" is incorrect because the possessive pronoun "their" requires a noun to follow it. Answer "D" would be incorrect because this plural subject pronoun would be followed by the singular verb "was."

Example 4

The scouts searched for berries, seeds, and edible plants, but _____ leader instructed them to quit because he knew that there were none to be found.

A. they're
B. their
C. there
D. they

In example 4, the correct answer is "B." Because "leader" immediately follows the blank, none of the answers could be inserted aside from the possessive pronoun "their."

Example 5

The scouts will search for berries, seeds, and edible plants, but there unlikely to find any because it is a desert environment.

A. will search
B. edible plants
C. there
D. to find

One common error in English usage is failure to distinguish between "there," "their," and "they're." While these three are pronounced exactly the same in spoken English, they must be correctly spelled in context in written English. In this case, the underlined portion should be the pronoun "they" referring to "scouts." The needed correction for example 5 is "they're." Therefore, answer "C" is correct.

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Noun Clause

Noun clauses can be a confusing grammatical concept for non-native English speakers. These clauses may look similar to adjective clauses because they use the same words to begin the construction, such as "who," "where," "that," and "which." In addition, noun clauses may often be confused with questions because many question words like "who" and "what" are used to form noun clauses. Noun clauses using the word "that" may be particularly confusing. When a noun clause contains "that," it is meant to express a true situation, condition, or occurrence. Pay close attention to these in the examples below.

A noun clause will always function in a sentence just like a noun does—as a subject, an object, the object of a preposition, or a complement. In the sentences below, notice how the noun clauses are used in the sentences.

As a subject

Who caused the accident is not the main concern right now as we must care for the injured.

Where William will decide to live after college is a mystery because he has not told anyone.

When you graduate from the university is not important as long as you finish.

That you are the class president does not mean you have special privileges on campus.

As an object

The teacher asked us to tell her **who we wanted to speak to our class.**

Nobody knew **that James had become so ill.**

As the object of a preposition

The group talked about **who should become the next president of their organization.**

The scope and vastness of the universe is well beyond **what we can understand.**

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As a complement

The biggest mistake that the CEO made was **that he did not let his managers make their own decisions.**

This is **what we saw when we walked into the room.**

Example 6

The principal chose _____ the picnic would be held.

A. might
B. from
C. where
D. who

The correct answer is "C" or "where." Answer "A" is incorrect because a modal verb cannot connect the two clauses. Because this sentence has two clauses with subjects and verbs, answer "B" is incorrect as a preposition cannot connect two clauses. Answer "D" is incorrect because "the picnic" is not a person and "who" would refer to a person in the second clause.

Example 7

It is up to the people in the community to decide for when their local government should be run.

A. the people
B. for when
C. local
D. be

The correct answer is "B." The preposition "for" is not needed in this sentence. Also, because there is no time expression in the sentence, "when" is not the appropriate choice, and the correction should be "how."

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Chapter 9 Quiz

Complete the Sentence:

1. Kevin received a raise because his _____ was pleased with his job performance.
   A. employed
   B. employing
   C. employer
   D. employee

2. He decided that _____ he needed was a cup of tea.
   A. what
   B. who
   C. think
   D. where

3. She knew she had a _____ to clean her room soon.
   A. responsible
   B. response
   C. responsive
   D. responsibility

4. After five minutes, he finally decided _____ he wanted.
   A. when
   B. what
   C. how
   D. then

5. Danny's _____ helped him get accepted to college.
   A. diligent
   B. diligently
   C. diligence
   D. diligentness

6. _____ Linda ordered for lunch, she would need to eat quickly.
   A. Whoever
   B. How
   C. There
   D. Whatever

7. _____ they were going to dinner that night, Kelly wanted chicken.
   A. However
   B. Whenever
   C. Wherever
   D. Whatever

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8. The _____ was coming on Tuesday to paint the old storage shed.
   A. painting
   B. painter
   C. paints
   D. painted

Error Correction:

9. They were ready to go on a trip to how they all grew up.
   A. They
   B. to
   C. how
   D. up

10. Because of the blizzard, Renee could not see that was in the distance.
    A. Because
    B. could
    C. that
    D. in

11. When shopping for a refrigerator, Devin found that there were many alternatively.
    A. When
    B. for a
    C. found
    D. alternatively

12. A person where sees the glass as half empty struggles to find silver linings.
    A. where
    B. as
    C. struggles
    D. linings

13. Byron liked going to the art museum because it inspired his creative.
    A. liked
    B. art
    C. because
    D. creative

14. That left the door open let leaves blow into the living room.
    A. That
    B. the
    C. leaves
    D. into

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Chapter 10

Conditionals

Time and Conditionals

In Chapter 2 on logical adverb connectors, conditional meanings were discussed. Conditional meanings and sentences are quite common on the iTEP exam, and it is a good idea to look into them in greater depth. In particular, the time relationships and the correct verbs to use to express these relationships are important.

In some ways, conditional sentences can be seen as cause-and-effect statements. Therefore, one can ask, which comes first—the cause or the effect? Of course, it is logical to state that the cause comes before the effect. In the same way, one can ask the same questions about time expressions. Which comes first—past or present? Present or future? Of course, past comes before present, and present comes before future. English uses the tenses within verbs to express the cause-and-effect timing in conditional sentences. English allows for various conditional sentence types, and all use verb tense to express the time relationship of cause and effect. In this way, the cause can be considered the condition.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns

Conditional Types	
First Conditional Second Conditional	Third Conditional Zero (or Factual) Conditional

Zero (or Factual) Conditional

Sentences that convey a true cause-and-effect relationship are known as zero conditionals. These sentence constructions are often used to describe scientific or habitual occurrences and are also known as factual conditionals. In these sentences, the cause-and-effect clauses are both in the present tense.

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Examples

Sample Sentences:

When the temperature falls below 32 degrees, water freezes.

If James comes home late from school, his mother gets angry.

Example 1

He is usually alert and ready for work if he _____ enough sleep.

A. get
B. gets
C. will get
D. to get

The correct answer is "B." This zero-conditional sentence uses the present-tense verb for the subject "he." Answer "A" is incorrect because "he" is the subject, and "get" is not the correct verb form for third-person singular. Answer "C" is incorrect because the future tense is not a correct construction in zero-conditional sentences. Answer "D" is incorrect because the infinitive form cannot follow the subject "he."

First Conditional

First-conditional sentences are also thought to be factual. In this way, they are similar to zero-conditional sentences. However, while zero-conditional sentences describe cause-and-effect relations that happen often or regularly, first-conditional sentences describe a scenario that only happens one time. Also, there is a difference in that the verb in the effect clause will be in future tense to express the conditional meaning.

Sample Sentences:

If the prices of wheat and other farm commodities continue to fall, the country will borrow more money to pay its expenses.

If I find a job in the city, I will sell my house and get an apartment downtown.

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Example 2:

If Bill gives his wife a present, she was very happy.

A. his
B. a
C. was
D. happy

The correct answer is "C." In this first-conditional sentence, the cause clause has "gives" as the verb in the present tense. Since the effect clause must occur after the cause, the effect-clause verb form will be in the future tense. The correction should be "will be."

Second Conditional

While zero- and first-conditional sentences are described as true or factual, second-conditional sentences are said to be untrue or unreal because the condition has not occurred. The second conditional expresses hypothetical situations that are unreal. These sentences express what is possible but not what has happened. The second conditional expresses a condition in the first clause followed by "if + subject" and a past-tense verb. The second clause expresses an imaginary situation followed by "would" and the base form of the verb.

Sample Sentences:

If Victor treated his classmates more nicely, he would have more friends.

More patients would survive heart attacks if they got to the hospital faster.

Example 3

Julie would buy a nicer car if she _____ more money.

A. make
B. is making
C. will make
D. made

The correct answer is "D." In this example, the effect clause appears first with the verb phrase "would buy." This indicates that the conditional is untrue and the simple past tense is used in the cause clause. The only answer in the past is "D."

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Third Conditional

Like second-conditional sentences, third-conditional sentences are labeled as untrue or unreal because the cause or the condition has not happened. For these sentences, the cause or condition and the effect are both in the past. The conditional clause is expressed using a past perfect verb. The effect clause is expressed using the word "would" and the present perfect form of the verb.

Sample sentences:

If the bank had not taken steps to lower interest rates, the economy would have declined.

Question: Did the bank lower interest rates? Yes.

My parents would have moved to California if my mother had gotten the job with that company.

Question: Did her mother get the job? No.

Example 4

If the dam had not been built, this whole area will have been flooded.

A. the
B. this
C. will
D. flooded

The correct answer is "C." In this third-conditional construction, the damn was built and the imaginary effect if this were untrue requires the verb phrase "would + present perfect." The incorrect word is "will." which should be "would."

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Chapter 10 Quiz

Complete the Sentence:

1. Their parents would have punished them _____ they had not done their chores this week.
   A. would
   B. so
   C. if
   D. as

2. If more people had voted for the law regarding a neighborhood curfew, it would have been _____.
   A. pass
   B. passed
   C. past
   D. passing

3. If you have your hair dyed platinum blonde, you will look so much prettier than _____ now.
   A. I does
   B. me do
   C. you does
   D. you do

4. _____ Kate has enough time off from her job, she will take a trip to Europe over the summer.
   A. If
   B. Should
   C. Maybe
   D. Despite

5. If Mom does not have her coffee first thing in the morning, she _____ extremely irritable and fussy.
   A. get
   B. gets
   C. getting
   D. got

6. If Brian _____ to give you some money to buy lunch, you will pay him back tomorrow.
   A. decide
   B. decides
   C. decided
   D. deciding

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7. If everyone in the world had access to medication, _____ would be a lot less disease.
   A. then
   B. they
   C. there
   D. that

8. _____ had put air in the tires before you took the road trip, you wouldn't have gotten a flat tire.
   A. If your
   B. If you
   C. Even if your
   D. Even if you

Error Correction:

9. Even if the new highway is a quicker route to travel, people will stop using the back roads.
   A. Even if the
   B. is
   C. to travel
   D. people

10. Unless me Mom goes to the supermarket this afternoon, she will buy some tomatoes for my dinner.
    A. Unless me
    B. to the
    C. this afternoon
    D. some

11. Despite Jane won the mega millions lottery, she would go on a trip around the world.
    A. Despite
    B. the
    C. on a
    D. around

12. Should Peter have bought that house in the city, he would have had to remodel the bedroom.
    A. Should Peter have
    B. in the
    C. he
    D. remodel

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13. If Robin had spent all of her money, I will not be able to buy this painting.
    A. spent
    B. I will
    C. to buy
    D. this painting

14. If you study hard in your Spanish class, you got a good grade at the end of the year.
    A. study hard
    B. your
    C. got
    D. at the

15. Should Mary can find the book that she lent me, she will give it back.
    A. Should
    B. find
    C. that she
    D. it

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Chapter 11

Parallel Structure

Forming Parallel Structures

Another type of question on the iTEP exam will test your ability to correctly form sentences with parallel structure. For these types of questions, you typically will find a series of nouns, verbs, adjectives, adverbs, or clauses that must remain consistent in their part of speech. Compare the examples below:

A. The most important skills we are looking for in a new manager are **efficiency, precision, and cooperation.**

B. The new manager should be **efficient, precise, and cooperative.**

C. It is important that the new manager works **efficiently, precisely, and cooperatively.**

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- **sentence structure**
- conjunctions
- **parts of speech**
- articles and prepositions
- **expressing quantity**
- pronouns

Notice in the examples above that all of the words in the series at the end of the sentence maintain the same part of speech. In example A, the words in bold are all nouns. In example B, all words in bold are adjectives, and example C contains all adverbs. Keep in mind that sometimes activities take the gerund form of the verb ("-ing") to form nouns (ex: skiing, cooking, cycling, etc.). See example 1 below:



Examples

Example 1

Sometimes when my mom is cooking, she starts _____, dancing, and performing like she is on Broadway.

A. singing
B. to singing
C. sing
D. sung

The correct answer is "A." Since the series includes the gerund forms "dancing" and "performing," the only answer that matches this parallel structure is "singing." Note that "singing" is a noun in this sentence.

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Example 2

Modern grocery stores can be confusing because they offer many choices, sale, and coupons.

A. stores
B. confusing
C. offer
D. sale

The correct answer for example 2 is "D." In the series of objects, all nouns are plural except "sale." The correction is "sales."

Creating Parallel Series

When creating a series of three or more words, English generally connects the series with either the word "and" or the word "or."

Example using "and"

Next year she will study English, history, and algebra.

Example using "or"

We will decide tomorrow if we will study biology, chemistry, or physics.

Example using "and" to connect clauses

The teacher said that she was an excellent student because she completed her work on time, solved her lab problems accurately, and demonstrated motivation.

Other connectors can be used in other circumstances to express sequence using "then," or negativity when preceded by "neither,"

Example using "then"

The principal prefers that teachers greet students, begin an activity, then take attendance.

Example using "nor"

The mother decided she wanted neither the red ones, the blue ones, nor the green ones.

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Example 3

When the disappointing tour guide explained the history of the city, he was neither thorough, passionate, _____ friendly.

A. and
B. or
C. then
D. nor

The correct answer is "D." Because the parallel structure here begins with "neither," the only answer that fits correctly is "nor."

Example 4

The director instructed the actors to smile, wave, nor take a bow.

A. The
B. instructed
C. smile
D. nor

The correct answer is "D." This word is incorrect because the word "neither" does not appear in the sentence. A logical correction would be to end this parallel structure with "then" instead of "nor."

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Chapter 11 Quiz

Complete the Sentence:

1. Last time he went to the store he got _____ and salami.
   A. milk and cheese
   B. milk and cheese,
   C. milk, cheese,
   D. milk, cheese

2. Eric loves to go hiking, _____ or mountain biking.
   A. fish
   B. fish,
   C. fishing
   D. fishing,

3. Have you ever wondered why Tolkien and Lewis fans argue when their themes of _____, valor, wonder, and philosophy rarely conflict?
   A. love
   B. loves
   C. loved
   D. loving

4. He didn't want to go to the _____, or the optometrist.
   A. doctor or the dentist
   B. doctor nor the dentist
   C. doctor and the dentist
   D. doctor, the dentist

5. American Idol judges should learn to listen more closely to vocal _____.
   A. tone and pitch and quality.
   B. tone, plus pitch, plus quality.
   C. tone or pitch or quality.
   D. tone, pitch, and quality.

6. When my dad got us a cat we thought it would run, _____ and leap around, but he just sleeps all day.
   A. play
   B. play,
   C. playing
   D. playing,

7. Within each jar were collections of ribbon candies, exotic chocolates, _____ a host of other treats.
   A. for
   B. since
   C. and
   D. from

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Error Correction:

8. My new puppy likes to play fetch, to take naps, likes to eat his puppy chow.
   A. My new
   B. to play
   C. likes
   D. chow

9. When she's bored at home she likes to play video games, read books, plus take a nap.
   A. she's
   B. at home
   C. to play
   D. plus

10. The police contacted each member of the council with a report on cut lawns, and stray dogs, and overpriced lemonade stands.
    A. contacted
    B. of the council
    C. on
    D. and stray

11. He not only learned to play the flute; he too learned to play the piano.
    A. He
    B. not only
    C. too
    D. to play

12. Alice would rather sing in front of a crowd then giving a speech in front of class or perform a play in front of an audience.
    A. would rather
    B. of a
    C. giving
    D. in front of

13. Finished the recipe means adding sea salt, apple cider vinegar, and a host of spices.
    A. Finished
    B. means
    C. and a
    D. of spices

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Chapter 12

Modal Verbs

Modal Verb Forms

Modal verbs are unique verbs that are used to indicate either the probability, ability, obligation, or permission of an action being completed. Modal verbs are sometimes referred to as "helping verbs." See the box below to see examples of modal verbs:

might	may
can	could
must	should
would	will/won't
shall	

It is important to remember a few aspects of modal verbs. First, modal verbs are followed by the base form of a verb and never an infinitive or gerund form.

This chapter's questions generally test one of the subskills listed in bold type below.

- verb forms
- sentence structure
- conjunctions
- parts of speech
- articles and prepositions
- expressing quantity
- pronouns



Examples

Example 1

The teacher said I could _____ early to go to my locker.

A. to leave
B. leaving
C. leave
D. leaves

In example 1, the word "leave" in answer "C" is correct because it is the only choice that can follow "could." The infinitive and gerund forms "to leave" or "leaving" never follow a modal verb.

Answer "D" is incorrect because verbs that follow modals do not change for singular and plural subjects, nor do modal verbs themselves have singular or plural forms. In other words, "cans" and "shoulds" are never correct forms.

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Finally, modal verbs are also auxiliary verbs, and therefore they do not require an additional auxiliary verb to form negative sentences or questions:

Should I wait? >>> ~~***Do I should wait?***~~
They shouldn't wait. >>> ~~***They don't should wait.***~~

Example 2

The players must to stay overnight because their last game starts at 8pm.

A. The
B. to stay
C. their
D. starts

The correct answer is "B." As discussed above, a modal verb cannot be followed by the infinitive form. In this case, "must" will be followed by the base form of the verb "stay."

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Chapter 12 Quiz

Complete the Sentence:

1. A careful student _____ cram for an exam the night before the test.
   A. do
   B. does
   C. want
   D. won't

2. Any given politician _____ be fully trusted to tell the truth.
   A. have not
   B. should not
   C. do not
   D. does not

3. My mom _____ allow me to drive when I am fifteen.
   A. was
   B. has
   C. are
   D. might

4. The coach said I should _____ my game skills at home.
   A. practiced
   B. to practice
   C. practicing
   D. practice

5. In the spirit of Gandalf, "You _____ pass!"
   A. ought not
   B. shall not
   C. have not
   D. could not

6. You choose: _____ we eat at a five-star restaurant or fast food?
   A. shall
   B. have
   C. want
   D. are

7. All citizens must _____ their responsibilities seriously.
   A. take
   B. to take
   C. taking
   D. taken

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8. Gravity dictates that what goes up _____ come down.
   A. ought
   B. must
   C. did
   D. what

Error Correction:

9. Serious athletes ought to coming to practice regularly.
   A. athletes
   B. coming
   C. practice
   D. regularly

10. A serious soldier do pay particular attention to keeping his weapon clean.
   A. serious
   B. do
   C. particular
   D. keeping

11. One ought to think twice before to smoke cigarettes, because they damage one's lungs.
   A. ought
   B. to think
   C. to smoke
   D. damage

12. You have wear a hat today as it is very sunny.
   A. have
   B. today
   C. as it
   D. very

13. Running away from responsibilities could ending up resulting in serious problems.
   A. Running
   B. responsibilities
   C. ending up
   D. resulting

14. My best friend knew that his choices ought end up affecting his popularity.
   A. knew
   B. choices
   C. ought
   D. affecting

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15. Gorillas must enjoying eating bananas, since they eat so many of them!

A. enjoying
B. eating
C. since
D. eat

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UNIT 2

LISTENING



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Unit 2

Introduction to Listening

Getting to Know iTEP Listening

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. The entire **Listening Section** is 20 minutes long and consists of three parts:

The next five chapters feature detailed examinations of five types of questions featured in iTEP's **Listening Section**. Here is a brief description of those chapters and the featured question types.

1. Main Idea

Main-idea questions ask you to correctly identify either the primary subject of a lecture or the main focus of a dialogue between two speakers or a lecture by one speaker.

2. Catching Details

Catching-details questions test fundamental listening comprehension and recall. These questions require you to note specific tangible points that are the basis of an exchange, discussion or lecture.

3. Connecting Content

Connecting-content questions require you to demonstrate that you can credibly determine the connection between key pieces of information in the discussion, lecture or dialogue.

4. 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.

STRUCTURE

Listening Section
20 Minutes

Part 1: CEFR A1–A2

- Four short conversations
- Four multiple-choice questions

Part 2: CEFR A2–B2

- One two- to three-minute conversation
- Four multiple-choice questions

Part 3: CEFR B2–C2

- One four-minute lecture
- Six multiple-choice questions

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5. Determining the Purpose

Determining-the-purpose questions ask you to uncover the reason for a particular event in the conversation dialogues. In addition, these questions may test your comprehension of the narrative thread of a lecture.

Listening Strategies

To score well on the **Listening Section**, take notes to help you remember the most important information. It is highly recommended that you practice taking notes while listening to the conversations and lectures in this unit. While listening, you will need to use a technique called **active listening**. When you listen to the radio or a podcast, this is called **passive listening** because you are not seeking to identify or retain specific information. However, when you listen to a class lecture, you should listen with the goal of identifying and retaining what you are hearing. This is called **active listening**, which is a skill that can be learned and practiced.

Test-takers who score well on the **Listening Section** generally take notes to help them remember the most important information in a dialogue or lecture. To practice your notetaking, please listen to the conversation and lectures provided in this unit. While listening to them, remember to work on enhancing your **active listening** skills. Both **active listening** and **active reading** are skills that can be improved with practice. These approaches to acquiring information are quite different from the **passive listening** you might typically use when listening casually to information.

As you take notes, listen actively and try to separate information based on its importance. In order to do that, it is helpful to ask a few basic questions using a technique called **interviewing the conversation/lecture**.

The key basic questions are:

1. **Who is speaking?**
2. **If there is more than one speaker, what is the speakers' relationship?**
3. **What is the issue or problem being addressed?**

Additional tips for active listening are discussed in upcoming chapters.

Question Strategies

When approaching the questions that follow a conversation or lecture, the **process of elimination (POE)** is a common technique that helps pinpoint the correct answers. The **process of elimination** means simplifying a problem by taking out the answers that you know are incorrect. The explanations that follow the examples in the next chapters will help you become better at using the **process of elimination**.

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Example Conversation 3 – Take out the Trash

When is the man supposed to take the trash out?

A. in the evening
B. in the morning
C. after school
D. before school

The correct answer is "D." Although you might assume the man would go to school in the morning, the question does not ask for an assumption. Because there is no mention of the time of day, answers "A" and "B" can both be eliminated. The woman says to take out the trash before leaving for school, so the correct answer is "D."

Example Conversation 4 – Cook Dinner

The woman did not cook dinner because:

A. She did not have the ingredients.
B. The store did not have chicken.
C. The restaurant was recommended.
D. She wants to eat chicken at a restaurant.

The correct answer is "A." Again, the **process of elimination** will help you arrive at the correct answer. Because the woman said she did not go to the store, answer "B" is incorrect. There is no mention of why the woman wants to go to that specific restaurant, so answer "C" is incorrect. Finally, the man refers to chicken as an option for the following day, so answer "D" is incorrect.

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Chapter 1

Catching Details

Catching-details questions test fundamental listening comprehension and recall. These questions require you to note specific 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. When **interviewing the passage**, practice noticing important details, such as the subject title, date of an exam, order of events, etc. This is especially helpful for the short conversations in **Listening Part 1**. Please go to: **https:// www.iTEPexam.com/ practiceguide** and find the listening scripts. For each of the examples in this section, you will be required to listen to a recording. Please listen to the examples, and then examine the questions and their answer explanations below.

Example Conversation 1—Finals

What do we know about the man?

A. He works and goes to school at the same time.
B. He goes to school full-time.
C. He does not go to school full-time.
D. He works part-time.

The correct answer is "C." The conversation does not include anything about working, so answers "A" and "D" are incorrect. The man says that he is attending school part-time, so answer choice "B" is incorrect.

Example Conversation 2—Focus on School

How is the man paying for school?

A. with money he saved
B. with savings and loans
C. with loans only
D. with a scholarship

The correct answer is "C." There is no mention of savings or a scholarship in the conversation. The question also does not ask what test-takers can imply or guess. Therefore, using the **process of elimination**, answers "A," "B," and "D" can be eliminated. Since the woman says that the man is taking out loans, the correct answer has to be "C."

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Chapter 2

Making Implications

While practicing questions that ask what can be assumed or what is implied, it is helpful to focus on the tone of the speakers. Also, when **interviewing the conversation/lecture** and taking notes for **implication** questions, try to identify whether one speaker indicates a preference or shows emotion towards a topic or idea. See the examples below:

Please go to **https://www.iTEPexam.com/practiceguide** to listen to the dialogue.

Example Conversation 1 – Finals

What likely happened to the man last semester?

A. He did well at school.
B. He lost his job.
C. He did poorly at school.
D. He moved into a new house.

The correct answer is "C." This answer can be found through the **process of elimination (POE)**. First, because there is no mention of a house or a job, answer choices "B" and "D" can be eliminated. Also, the woman indicates that the man did not do well at school last semester by saying that she hopes he does not receive the same results, making answer choice "A" incorrect. Since the man is reminded to be more prepared than last year, the listener can assume that he did poorly last semester.

Example Conversation 2 – Focus on School

What is likely true about the man's school performance?

A. It is getting better.
B. It is exactly what it should be.
C. It is below expectations.
D. Working has helped his performance.

The correct answer is "C." Because the question asks what is "likely" true, the listener can conclude that finding the correct answer will involve **making implications**. There is no specific mention of his school performance. However, the woman says that he should focus more on school, so you can imply that his performance in school could improve. Because there is no positive mention of his school performance, answers "A," "B," and "D" are incorrect.

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Example Conversation 3—Take out the Trash

What can we assume has happened prior to the conversation?

A. The man has forgotten to take out the trash in the past.
B. The man always takes out the trash.
C. The woman has forgotten to take out the trash.
D. The man takes out the trash every day.

The correct answer is "A." You cannot tell how often the trash is taken out, so answer "D" is incorrect. There is no mention of the woman taking out the trash, so answer "C" is incorrect. Because the woman says that she has to remind the man to fulfill his responsibility of taking out the trash every time, you can assume that he has forgotten to take out the trash in the past. Thus, answer "A" is correct.

Example Conversation 4—Cook Dinner

What can be assumed about the woman's schedule?

A. She is very busy.
B. She cooks a lot.
C. It does not change too much.
D. She has lots of free time.

The correct answer is "A." The question asks the listener to make an assumption based on the available information. It is not clear how often the woman cooks, so answer "B" is incorrect. She does not mention an unexpected change in her schedule, so answer "C" is incorrect. Because the woman did not go to the store because she did not have enough time, the listener can assume that she does not have much free time and is likely very busy.

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Chapter 3

Main Idea

When approaching **main-idea** questions, it is helpful to ask the following questions when comparing answer choices:

1. How would I summarize the conversation/lecture in 10-12 words?
2. Which answer captures the idea of the conversation/lecture in broad terms?
3. Which answer choice reflects themes that are heard throughout the conversation/lecture?

See the examples and explanations that follow below.

Example Conversation 1—Finals

What is the main idea of this conversation?

A. comparing exam results
B. trying to perform better in school
C. how to reduce stress
D. trying new things

The correct answer is "B." The conversation takes place before the final exams, so because there are no results yet, answer "A" must be incorrect. There is no mention of trying something new, so answer "D" is incorrect. Although the man does talk about stress, the focus of the conversation is not on reducing stress but rather on performing well on exams. Therefore, answer "C" is incorrect, and "B" best reflects the main idea of the conversation.

Example Conversation 2—Focus on School

What is the main idea of this conversation?

A. It is best not to worry so much about grades.
B. It is better to work than to study.
C. It is best not to pay back loans.
D. It is best to find balance between work and study.

The correct answer is "D." Answer "A" is incorrect because there is no mention of grades. Although the conversation does include the need to work because of loans, neither speaker states that work is more important or that the man's loans should not be paid. Therefore, answers "B" and "C" are incorrect. The conversation is mainly about meeting both financial and school responsibilities.

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Example Conversation 3—Take out the Trash

What is the main idea of the conversation?

A. deciding who should take out the trash
B. fulfilling responsibilities
C. where to take the trash
D. how to take out the trash

The correct answer is "B." The theme of this conversation is that the man should not forget to fulfill his responsibility of taking out the trash. The conversation does not include "where" or "how" the trash needs to be taken out, so answers "C" and "D" are incorrect. It is clearly the man's duty to take out the trash, so answer "A" is also incorrect.

Example Conversation 4—Cook Dinner

What is this conversation mostly about?

A. which restaurant to go to
B. the best place to eat chicken
C. making dinner plans
D. eating at home

The correct answer is "C." Answer "B" is not part of the conversation and is incorrect. There are brief references made to information appearing in answers "A" and "D," but neither piece of information is the main topic of the conversation. Instead, the overall purpose is to discuss and make plans for dinner. Oftentimes very specific answers do not capture the **main idea**, so it is helpful to find the answer that describes the **main idea** in broad terms.

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Example Conversation 3—Take Out the Trash

Why does the woman say she shouldn't have to remind him?

A. because he always remembers
B. because she thinks he should remember
C. because it is not necessary to remind him
D. because she likes taking out the trash

Although most answer choices could be correct in certain contexts, or situations, only answer choice "B" conveys the purpose of the woman's statement. Because the man seems to forget to take out the trash often, answers "A" and "C" are incorrect in this situation. There is no mention of the woman taking out the trash, so answer "D" is incorrect. The woman is expressing her dissatisfaction with how often the man forgets to take out the trash; therefore answer "B" is correct.

Example Conversation 4—Cook Dinner

Why does the man mention eating chicken tomorrow?

A. because he especially wants chicken for dinner
B. because he doesn't want to eat chicken tonight
C. because he is fine with adjusting the dinner plans
D. because he'd prefer to eat in a restaurant

The correct answer is "C." The man suggests an alternative plan of going to a restaurant for dinner, but he does not indicate that he has a preference of any kind. Therefore, answers "A," "B," and "D" can be eliminated, because each indicates that the man has a preference.

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Chapter 4

Determining the Purpose

Determining-the-purpose questions ask either why a speaker says something in particular or what the purpose of the entire conversation/lecture is. In either case, the tone of voice is a good indicator of purpose. While practicing for these questions, take note of transition words and moments when one speaker indicates disagreement or preference.

Example Conversation 1—Finals

Why does the woman say that she doesn't "want a repeat of last year"?

A. because she was very stressed
B. because she did poorly at school
C. because the man only attended part-time
D. because the man did poorly last year

The correct answer is "D". The focus of the conversation concerns how the man is performing at school, and little information is given about the woman. Therefore, answers "A" and "B" are incorrect. The woman's concern is not whether the man is attending school fulltime or part-time, so answer "C" is also incorrect.

Example Conversation 2—Focus on School

Why does the woman mention that the man's loans do not need to be paid back immediately?

A. because she knows that he does not need to repay the loans
B. because she thinks he should work more
C. because the man is worried about his schoolwork
D. because the man is worried about repaying the loan

The correct answer is "D." The woman says the man should work less to find a better balance with his school work, but she does not say that he should not repay the loans. Therefore, answer "A" is incorrect. She specifically says that the man should not work so much, so answer "B" is incorrect. The man only says that he must work to repay his loans and does not mention schoolwork, so answer "C" is incorrect. Because the woman wants the man to focus more on school, she says he should worry less about repaying his loan.

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Chapter 5

Connecting Content

For questions that require **connecting content**, longer dialogue will be examined. The conversation, ***Where and How to Study***, has four related questions that ask you to make connections between various points in the conversation. Explanations and support are provided after each question. This dialogue is an example of the **Listening 2 Dialogues** (generally at the CEFR B2-C1 levels).

Please go to **https://www.iTEPexam.com/practiceguide** to listen to the dialogue.

Dialogue—Where and How to Study

Example 1

Why was the man frustrated?

A. The library was closed.
B. The café where he studies is too noisy.
C. He has difficulty studying while listening to music.
D. Studying in the library for long periods is uncomfortable.

The correct answer is "D." The woman says that the man appears to be frustrated at the beginning of the conversation, but only after a few more exchanges is it clear that the reason is due to the chairs in the library. Although answer "C" is a true statement from the conversation, this is not the source of the man's frustration. There is no mention of the library closing; therefore answer "A" is incorrect. Answer "B" is incorrect because it is not the man but the woman who studies in the café. Furthermore, she is not frustrated by the noise.

Example 2

Why will the man visit the woman's dorm room tonight?

A. She will share some music with him.
B. They will complete an assignment together.
C. They will study for an exam on classical music.
D. He will bring her a book from the library.

The correct answer is "A." The listener can find the correct answer by using the **process of elimination**. There is no mention of any assignment or specific book, so answers "B" and "D" can be eliminated. Similarly, exams are mentioned but neither for a specific subject nor for a shared class; therefore answer "C" is incorrect. The woman discusses a music collection she could copy for the man, which makes answer "A" correct.

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Example 3

What helps the woman concentrate while studying?

A. listening to people speak German
B. listening to popular music
C. listening to music without words
D. working in the library where it is quiet

The correct answer is "C." Throughout the conversation, the woman indicates that listening to certain types of music helps her study better. The only music she mentions that has words is opera music in German, which is not equivalent to people speaking German. The music that helps her concentrate has either no words or none she can understand, which makes answer "C" the correct answer.

Example 4

Why do the man and woman talk about music?

A. It helps the man to study.
B. It helps the woman to study.
C. They both study music.
D. The music in the café is too loud.

The correct answer is "B." The woman talks about music helping her concentrate throughout the conversation. The man says that he has difficulty studying while listening to music, so answer "A" is incorrect. It is not clear which subjects either the man or the woman study, which makes answer "C" incorrect. The music in the café is just a small part of the conversation about music; therefore answer "D" is incorrect.

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Chapter 6

Longer Conversations

This section will combine everything that was learned in the previous five chapters. This section mirrors what you will encounter in iTEP **Listening Part 2**. After listening to the conversation ***Registration Issues***, read the below example questions and their explanations for further practice and to help identify the question types.

Example Dialogue—Registration Issues

Example 1

What class does the professor teach?

A. nursing
B. world economics
C. world literature
D. advising

The correct answer is "C." For this detail question, it is important to have taken notes while listening to the conversation. At the beginning of the conversation, the student talks about taking the professor's world-literature class. The student is studying nursing, but this is not what the professor teaches. Thus, answer "A" is incorrect. Student debt is mentioned, but not an economics class. Consequently, answer "B" is incorrect. Finally, the professor is giving advice but does not teach advising; therefore answer "D" is incorrect.

Example 2

Why does the student talk to the professor?

A. She needs to graduate.
B. She is concerned about her grade.
C. She wants to add his class.
D. She is worried she is taking too many classes.

The correct answer is "C." The student is having a problem registering for the professor's class, so her purpose is to ask to add the class. She hopes to graduate in the spring, but this is not something the professor can resolve. Thus, answer "A" is incorrect. The student mentions that her grades have not been a concern; therefore answer "B" is incorrect. The professor expresses concern for the number of classes the student is taking, but the student does not express a similar concern. Therefore, answer "D" is incorrect.

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Example 3

Why does the student need to add the class?

A. She wants to graduate in the summer.
B. She wants to graduate in the spring.
C. She is majoring in world literature.
D. She is majoring in nursing.

The correct answer is "B." For this question, which relies on **connecting content**, taking good notes is again key to determining the correct answer. The student hopes to work full-time as a nurse in the summer, so she needs to complete enough classes to graduate before the summer. Answer "A" is incorrect because the student wants to graduate before the summer. Answer "C" is incorrect because the student is majoring in nursing. Answer "D" is incorrect because a literature class is not mentioned as a specific requirement for nursing and not other majors. Since literature and nursing are not connected, this is likely not a specific requirement for her major.

Example 4

What is this conversation mostly about?

A. graduating early
B. dealing with student debt
C. getting a job recommendation
D. asking for advice

The correct answer is "D." Although all the answer choices except "C" are discussed in the conversation, the **main idea** of the conversation is that the student is asking for advice. The student is not seeking advice for how to graduate early or how to solve her student debt because she is already familiar with these issues. Therefore, answers "A" and "B" are details that do not capture the **main idea** and are incorrect. Remember to look for an answer that broadly conveys the **main idea**.

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Example 3

What is the professor's purpose in giving the lecture?

A. to explain the advantages and disadvantages of hydrogen power
B. to convince people to support hydrogen power
C. to warn against the dangers of hydrogen power
D. to warn about the dangers of climate change

The correct answer is "A." The potential benefits and challenges of hydrogen power are clearly described, so a listener can conclude that answer "A" best describes the purpose of the lecture. The professor is not trying to persuade his students, but to educate them; therefore answer "B" is incorrect. The professor is not warning students about dangers either, so answers "C" and "D" are incorrect.

Example 4

What does the professor imply when she says the below?

"Over the coming decades, significant investment may need to be made in order to get over this hurdle and transform the economy from one based on diminishing fossil fuels to one based on hydrogen and clean energy."

A. Only private companies will be able to produce hydrogen in the future.
B. It will be easy to start hydrogen production.
C. Hydrogen production will have major benefits.
D. Both private and public resources will be needed to start large-scale hydrogen production.

The correct answer is "C." Answer "A" is incorrect because there is no indication that only private companies will have the resources to develop hydrogen power. Answer "B" is incorrect because one implication from this statement is that there are challenges to be overcome in order to start clean hydrogen production. Answer "D" is tempting, but also incorrect because the statement provides no implications as to who will need to pay for the investment in hydrogen power. The listener can conclude that the professor envisages major benefits from hydrogen power once it has been successfully developed.

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Chapter 7

Lecture

This section mirrors what you will encounter in iTEP **Listening Part 3**. The lecture is followed by examples with explanations that provide further practice and help identify the question type. Please go to **https://www.iTEPexam.com/practiceguide** to listen to the lecture. This lecture is at the high-intermediate-to-advanced level (CEFR B2-C2).

Example Lecture—Fuel Cells and Hydrogen Power

Example 1

According to the professor, which of the following statements is true?

A. Natural gas and methane are fossil fuels.
B. Hydrogen is a fossil fuel.
C. Solar power comes from hydrogen.
D. Natural gas and methane are sustainable resources.

The correct answer is "A." Answers "B," "C," and "D" are inaccurate, according to the lecture. With good note-taking and the **process of elimination**, one can arrive at the correct answer. The professor does explain that although hydrogen power is most easily obtained from natural gas and methane, these are fossil fuels and not considered green energy.

Example 2

What is the talk mainly about?

A. the various forms of green energy
B. fighting climate change
C. the advantages of hydrogen power
D. the role of solar power in green energy

The correct answer is "C." This question centers on the lecture's **main idea**. Although green energy is a major component of this lecture, the professor only focuses on one specific form of green energy—hydrogen power. Since other forms of green energy, solar power, and climate change are only mentioned briefly while hydrogen power is discussed at length, the listener can conclude that answers "A," "B," and "D" are incorrect.

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Example 5

According to the professor, what is hydrogen power's primary advantage?

A. It is not a fossil fuel and burns cleanly.
B. It can replace natural gas and methane.
C. It can store energy when it is overproduced.
D. It can store energy when it is underproduced.

The correct answer is "A." The professor does not describe hydrogen power as a replacement for a specific energy source, so answer "B" is incorrect. Answers "C" and "D" reflect the discussion of wind and solar power, not hydrogen, and are therefore incorrect. The potential for a reliable green source of energy is the primary advantage of hydrogen power as described by the professor.

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UNIT QUIZZES

This section offers two unit quizzes. One of the quizzes is for the iTEP SLATE exam, and the other is for iTEP ACADEMIC. It's worthwhile to practice as much as possible, so take the time to try both of the quizzes.

Please visit **https://www.iTEPexam.com/practiceguide** to listen to the dialogues and lectures needed to answer the quiz questions.

SLATE QUIZ Listening Part 1

Listen to the dialogues and answer the questions.

Dialogue—Schedule

1: Who told the man his schedule?

A. the woman
B. he got it himself
C. the man's boss
D. the woman's boss

Dialogue—The Dance

2: From the conversation, what can we assume about the man?

A. He is confident and bold.
B. He is intelligent.
C. He is shy and reserved.
D. He is sickly and ill.

Dialogue—The Paper

3: According to the conversation, when did the man finish the paper?

A. this morning
B. this afternoon
C. last week
D. yesterday

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Dialogue—Would it be ok?

4: Where does this conversation likely take place?

A. at a football field
B. in a classroom
C. in the cafeteria
D. in a house

SLATE QUIZ Listening Part 2

Listen to the dialogue and answer the questions.

Dialogue—Too Much Homework

5: What class does the woman teach?

A. history
B. math
C. literature
D. science

6: Why does the student talk to the teacher?

A. He is struggling to understand class.
B. He is concerned about his grade.
C. He wants to change classes.
D. He is worried about the amount of homework for class.

7: Why will the student call his classmates?

A. to tell them not to do a homework assignment
B. to help complete a homework assignment
C. to ask for a homework assignment
D. to clarify a homework assignment

8: What is this conversation mainly about?

A. getting help with class
B. asking a teacher for options to improve his grade
C. understanding the length of an assignment
D. asking for advice

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SLATE QUIZ Listening Part 3

Listen to the lecture and answer the questions.

Lecture—Pavlov's Dog Experiment

9: According to the professor, which of the following statements is true?

A. Dogs learn quicker with a bell.
B. Pavlov's results were not accepted during his lifetime.
C. Dogs do not learn to produce saliva.
D. It is more difficult to train a dog that is older.

10: What is the lecture mainly about?

A. a famous experiment
B. training your dog
C. the benefits of saliva in dogs
D. the role of bells in dog training

11: Why does the professor mention a dog leash?

A. to explain a good way to train a dog
B. to show how people can control dogs
C. to persuade the reader to be a responsible dog owner
D. to give an example of a conditioned response

12: Which of the following could be implied from this lecture?

A. Pavlov's findings are no longer relevant.
B. Pavlov trained dogs to do many different things.
C. It would be possible to condition dogs to salivate by using a violin instead of a bell.
D. Pavlov's experiment would be considered unethical by today's standards.

13: What class does the professor teach?

A. history
B. biology
C. psychology
D. zoology

14: How does the professor describe Pavlov's experiment?

A. It is complex and difficult to understand.
B. It is complex but easy to understand.
C. It is quite simple but difficult to understand.
D. It is quite simple and easy to understand.

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ACADEMIC QUIZ

ACADEMIC QUIZ Listening Part 1

Please go to **https://www.iTEPexam.com/practiceguide** and listen to the dialogues and answer the questions.

Dialogue—82nd Street

1: Where will the bus driver stop?

A. 82nd and Main Street
B. 82nd and Broad Street
C. Broad Street only
D. The driver's bus is not in service.

Dialogue—Dishes

2: When will the man wash the dishes?

A. tomorrow
B. later in the day
C. next week
D. soon

Dialogue—The Last Question

3: What is true about the man's homework assignment?

E. The last answer is incorrect.
F. He already handed it in.
G. It's at his home.
H. It is not yet complete.

Dialogue—Presentation

4: What does this conversation mostly concern?

A. working out a scheduling problem
B. succeeding on the presentation
C. the best time to do the presentation
D. getting help from classmates

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ACADEMIC QUIZ Listening Part 2

Please go to **https://www.iTEPexam.com/practiceguide** and listen to the dialogue and answer the questions.

Dialogue—Applying for Loans

5: Why should a student visit the studentloans.ed.gov website?

A. to apply for loans only
B. to apply for grants only
C. to apply for loans and grants
D. to check one's bank account

6: From the conversation, what can be assumed about the man's parents?

A. They do not make a lot of money.
B. They are paying for all of his expenses.
C. They are very wealthy.
D. They have many other children.

7: Why does the man talk to the woman?

A. He wants to learn about loans and grants.
B. He wants to teach her about improving her credit score.
C. He wants encourage her to apply only for grants.
D. He wants to teach her how to apply for loans and grants.

8: Why is the woman reluctant to apply for loans?

A. She thinks it's too difficult and time consuming.
B. She already owes a lot of money.
C. She thinks she will not qualify.
D. She does not know how.

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ACADEMIC QUIZ Listening Part 3

Please go to **https://www.iTEPexam.com/practiceguide** and listen to the lecture and answer the questions.

Lecture—Epigenetics: How Our Lifestyle Determines Which Genes Get Turned On

9: According to the professor, which of the following statements is true?

A. We have some control over how our genes affect our health.
B. Genes determine everything about our health.
C. We can turn some genes on but not off.
D. We can turn some genes off but not on.

10: What is the lecture mainly about?

A. how genes affect our health
B. using genes to predict illnesses
C. how our behaviors affect our genes
D. which genes control disease

11: What does the professor imply when he says the below?

"It can be useful to think of epigenetics in terms of an analogy. Our genes can be thought of as a series of light switches. Imagine the genes that you inherit from your parents as the light switches in a house. Now imagine that each room in the house has one or more light switches. Depending on where you spend your time in the house, some of those light switches will be turned on more often than others."

A. Our genes will determine if we get sick.
B. We have no control over our lives and if and when we get sick.
C. We have complete control over our lives and if and when we get sick.
D. We have some control over our lives and if and when we get sick.

12: What is the professor's purpose in giving the lecture?

A. to introduce a scientific concept
B. to encourage students to change their diet
C. to describe how genes affect our behavior
D. to explain how genes function in our bodies

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13: According to the professor, which of the following has the least impact on genetic expression?

A. pills
B. diet
C. behavior
D. exercise

14: Why does the professor mention identical twins as adults?

A. to explain how genes may increase the likelihood of suffering from a disease
B. to explain how genes never change from birth
C. to describe how genes are affected by lifestyle choices
D. to encourage healthy living

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UNIT 3

READING



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Unit 3

Introduction to Reading

Getting to Know iTEP Reading

The **Reading Section** of the iTEP exam consists of reading two or more passages and answering a set of questions after each passage.

For SLATE, you will read four passages: two brief 50-word ones in **Part 1**, a 250-word passage in **Part 2**, and a 450-word passage in **Part 3**.

If you are taking the ACADEMIC or Business Test, you will have two reading passages: the first in **Part 1** is about 250 words, and the second in **Part 2** wil be 450 words.

In the **Reading Sections**, you will encounter five different types of questions:

1. ***MAIN IDEA***
2. ***CATCHING DETAILS***
3. ***VOCABULARY***
4. ***SYNTHESIS***
5. ***SEQUENCING***

Some of these terms may sound familiar to you, and some may sound new. But don't worry! By the end of this unit, you will be on your way to mastering the **Reading Section** of the iTEP.

STRUCTURE

Reading Section
20 Minutes

ACADEMIC Part 1: CEFR A2-B2

- One 250-word intermediate-level passage
- Four multiple-choice questions

ACADEMIC Part 2: CEFR B2-C2

- One 450-word upper-level passage
- Six multiple-choice questions

SLATE Part 1: CEFR A2-B1

- Two 50-word passages
- Two multiple-choice questions

SLATE Part 2: CEFR A2-B2

- One intermediate 250-word passage
- Four multiple-choice questions

SLATE Part 3: CEFR B1-C1

- One high-intermediate 450-word passage
- Six multiple-choice questions

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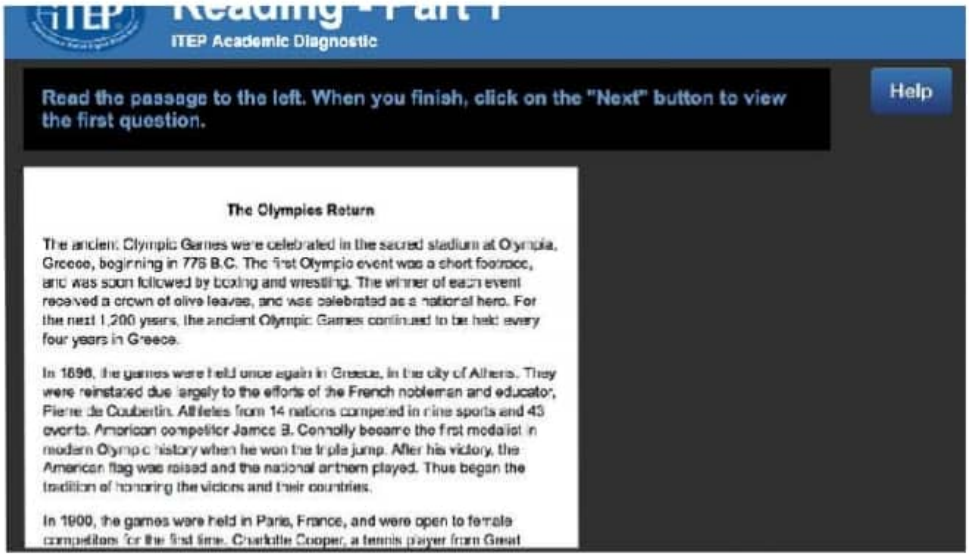
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Reading

The examples and explanations in this unit's chapters will help you navigate the **Reading Section** and find strategies to succeed in this portion of the iTEP exam. The chart below illustrates the breakdown of the test parts.

Section	Format	Number and Type of Questions	Time
READING Part 1	**iTEP ACADEMIC/Business** One 250-word Passage	**iTEP ACADEMIC/Business** 4 Multiple-Choice	20 minutes
	iTEP SLATE Two 50-word Passages	**iTEP SLATE** 2 Multiple-Choice	
Part 2	**iTEP ACADEMIC/Business** One 450-word Passage	**iTEP ACADEMIC/Business** 6 Multiple-Choice	
	iTEP SLATE One 250-word Passage	**iTEP SLATE** 4 Multiple-Choice	
Part 3	**iTEP SLATE (only)** One 450-word Passage	**iTEP SLATE (only)** 6 Multiple-Choice	

This is what you see when you begin a Reading passage.
This example is part of an ACADEMIC Part 1 passage.



[Tip] **Note, there is a title to the Passage, "*The Olympics Return,*" and that is important because it is our first clue to what the passage is about. To score well on the iTEP, you need to do just a little more than simply "read" the passage; you need to "*interview*" the passage.**

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The Main Idea

Now that the **interview of the passage** is complete, take a look at some of the example questions. Begin with this question about the **main idea**.

Main Idea: **Which of the following best supports the main idea of the passage?**

A. Mice are important for medical research.
B. Mice are fed to carnivorous animals.
C. Mice require lots of attention and care.
D. Mice can be excellent pets for children.

If you review the notes, you will find that you can confidently choose "D" as the answer to the question.

[Tip] ***It's easier to spot wrong answers than right ones, so look for wrong answers and eliminate them first using the* PROCESS OF ELIMINATION *or* POE.**

For a question about the **main idea**, wrong answers will usually do one of the following two things:

1. **Focus too narrowly on only one part of the passage**: Look at answer "B"—"mice are fed to carnivorous animals." While this is accurate, this is only a small part of the overall story of the passage. Thus, it's not the **main idea**.

2. **Contradict the information in the passage**: Answer "C" actually misstates one of the points in the passage, which makes it clear that mice are pets that require minimal care.

Catching Details

Keep these points in mind while examining future questions on the **main idea**. Now take a look at a new question type that focuses on **catching details**.

Catching Details: **According to the passage, what is one reason that mice make good pets?**

A. They are friendly with snakes.
B. They are useful for medical research.
C. They can be left alone for many hours.
D. They need to be kept in cages.

Using **POE**, answers "A," "B," and "D" can be eliminated. Thus, the correct answer is "C."

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Interview the Passage

How does a reader interview the passage? First, ask these three important questions:

1. **What is the passage about?**
2. **Who or what is mentioned in the passage?**
3. **Is there a problem or a change in the passage?**

Example

Now try to break the following passage down using the questions below it.

Note: The following passage is for example purposes only and is shorter than passages included in the actual exam.

Friendly Little Creatures

When most people think of mice, they think of small pests that nibble through the walls or snack on food on countertops. Mice are also often used in research labs, in medical experiments, or as food for carnivorous animals such as snakes. But mice are more than just pests or prey for reptiles. Mice make great pets for small children. Mice are social animals that, when treated well, are affectionate and playful companions. Although many people think mice are dirty or carry diseases, they're actually self-cleaning animals and don't require washing. So, as long as their cages are cleaned weekly they never need to be bathed. Mice are quite content to be left alone in their cages for hours at a time, such as when children are at school. Since mice are fairly low maintenance, they make good pets for children.

First, Interview This Passage:

What is the passage about?

Mice! It talks about mice used as pets and mice used for other purposes.

Who or what is mentioned in the passage?

Mice are the main subject and people who use mice, people who use them as pets or for research.

Are there problems or changes mentioned in the passage?

The title—*Friendly Little Creatures*—tells us a little more about the author's opinion of mice. Mice are pests, but they're also pets; mice are friendly and they are clean.

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Vocabulary Questions

Next, take a quick look at a **vocabulary** question. Keep in mind, **vocabulary** questions may ask about specific words or phrases. The questions ask how these words are used in the passage, so even if you are asked about words with which you aren't very familiar you can still try to find the correct answers based on the context of how they are used in the passage.

Vocabulary: **As used in the passage, the word "pests" means:**

A. unwanted creatures
B. cuddly pets
C. invited guests
D. predatory animals

The correct response is "A," because the pests are described as coming into people's homes and causing damage; the best description is "A," unwanted creatures.

Synthesis Questions

So far you've taken a quick look at questions about the **main idea**, **catching details**, and **vocabulary**. These three question types are straightforward and simple to grasp. To find the answers you basically just need to follow the directions in each question—i.e. find the **main idea** or a **detail**. The last two types of questions—**synthesis** and **sequencing**—require a little more analysis and skill.

For example, **synthesis** questions ask you to make an association or an inference based on information in the passage. So, unlike with the **details** questions, the correct responses may contain information that is not directly stated in the passage but that is implied.

Synthesis: **According to the passage, what does the author think is important when considering pets for children?**

A. Pets should come from a pet store.
B. Pets should require little care and cleaning.
C. Pets should not be reptiles.
D. Pets should have simple diets.

The correct response is "B." Although the passage does not directly make a statement about all pets, it does imply that mice can make good pets because they do not require great care. Using **POE**, you can eliminate "A" because the author doesn't make any reference to support that idea. While the author mentions reptiles, the author doesn't state or imply anything about how they would be as pets.

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Sequencing Questions

Finally there are the **sequencing** questions. These questions simply ask that you insert a sentence into a paragraph in the passage. You will be given four options in the paragraph, and you must choose which place would fit best, based on the information in the sentence you are adding. It is called **sequencing** because it requires you to assess where in the sequence of points in the paragraph the sentence would fit best.

Sequencing: **At which point—marked by four letters [A, B, C, D]—would the following sentence best fit if added to the passage?**

It is true that they're sometimes troublesome and destructive.

When most people think of mice, they think of small pests that nibble through walls or snack on food on countertops. Mice are also often used in research labs, in medical experiments, or as food for carnivorous animals such as snakes. [A] But mice are more than just pests or prey for reptiles. [B] Mice make great pets for small children. [C] Mice are social animals that, when treated well, are affectionate and playful companions. Although many people think mice are dirty or carry diseases, they're actually self-cleaning animals and don't require washing. So, as long as their cages are cleaned weekly, they never need to be bathed. Mice are quite content to be left alone in their cages for hours at a time, such as when children are at school. [D] Since mice are fairly low maintenance, they make good pets for children.

The correct answer is "A." The information contained in the inserted sentence acknowledges some negative qualities of mice, so it is a continuation of the idea presented early in the passage. However, it also indicates that there may be a contrasting idea to follow.

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To Review

- Don't just read the passage, "Interview the passage!"
- There are five types of questions in the **Reading Section**:
  - **Main Idea**
  - **Catching Details**
  - **Vocabulary**
  - **Synthesis**
  - **Sequencing**
- Use **POE—Process of Elimination**—to get rid of wrong answers.

The chapters ahead will focus on each type of question, so you can learn strategies for finding the correct responses every time. ***Here you go!***

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Example Passage 1: The Great Depression

The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial crisis that started with the collapse of the stock market on October 29, 1929. Thousands of investors were wiped out on this single day. The effects of this crash continued to hurt the world's financial markets for the next 10 years.

The Depression lasted from 1929 until 1939. The worst years were between 1932 and 1934, when unemployment rates were highest. In the United States, unemployment rates reached 25%, meaning one out of four people could not find a job. In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration. This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. Some historians believe that as many countries entered World War II, the world's economy began to accelerate. Economists today still refer to the lessons learned from the Great Depression. Whenever economies slow down or contract, they are considered to be in a recession. When this occurs, experts frequently debate which actions might be necessary to avoid another Great Depression.

Interview the Passage:

What is the passage about?

'The Great Depression'

Who or what is mentioned in the passage?

The U.S.; Investors in the stock market; President Roosevelt

Are there problems or changes mentioned in the passage?

People losing jobs and people losing money; economists learned lessons for the future

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Chapter 1

Main Idea

Now it's time to drill a little deeper and look at questions in more passages. For questions about the **main idea**, the key is to **interview the passage** and quickly determine both the main focus and the purpose of the passage.

On this page and the following pages are three passages that will help you become a better active reader and interviewer. As you take a look at this first passage, the initial step is to **interview the passage** by preparing notes in answer to the following three questions:

Interviewing the Passage

1. **What is the passage about?**
2. **Who or what is mentioned in the passage?**
3. **Is there a problem or a change in the passage?**

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Example 1: Main-Idea Question

Which of the following best expresses the main idea of the passage about the Great Depression?

A. It led to the Stock Market Crash in 1929.
B. It is believed to be the major cause of World War II.
C. It could have been avoided by President Roosevelt.
D. It is a period that helps experts understand economics.

To find the right answer to a **main-idea** question, you can implement two strategies:

1. **Use the notes**
2. **Use POE**

And you can do both of them at the same time! To do so, consider the answers:

Answer "A"—It led to the Stock Market Crash in 1929.

This is incorrect; the crash led to the Great Depression, not the other way around. Wrong answers may have things twisted, so read carefully!

Answer "B"—It is believed to be the major cause of World War II.

Again, this is incorrect. While the Depression did directly precede World War II, nowhere in the passage does it state or imply that it was a cause.

Answer "C"—It could have been avoided by President Roosevelt.

Again, this is incorrect. Per the notes, President Roosevelt is a major figure in the passage, but he is credited with helping to solve the problem, not causing it.

Answer "D"—It is a period that helps experts understand economics.

Just because this is the last answer doesn't automatically mean it's correct. Look closely. It essentially states that people are still learning lessons from the Great Depression, and this is an idea that is stated a few times in the passage. Thus, ***"D" is the correct answer.***

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Example Passage 2: Doctor Who

Doctor Who is a famous British television show about a mysterious alien who travels through time and space in a "police box." Along with other friends of good will, the chief character, Doctor Who, fights numerous enemies and saves civilizations. In England, where the show was created, a police box is like a large public phone booth. It has a phone on its outside, which has a direct line to the police. For the purposes of the television show, this odd disguise makes for some interesting encounters for Doctor Who.

Doctor Who is one of the longest-running programs on TV, despite several breaks in production over the years. Its first season was in 1963, and 44 years later *Doctor Who* was still one of the best-loved shows in the world. This science-fiction, time-travel narrative started as a way to teach children history, but it has evolved into a modern pop-culture phenomenon with a vibrant and involved audience of loyal fans. The show has a devoted following in the United Kingdom, where even the Queen follows it closely.

Because the show has been around for so long, it has had many different casts. The casting of the main role is always a source of interest and amusement for *Doctor Who* fans. In the show's history, there have been 12 different actors who have played Doctor Who.

What is the passage about?

A British TV show – Doctor Who

Who or what is mentioned in the passage?

The show; the cast; fans; the Queen of England

Are there problems or changes mentioned in the passage?

Saving civilization; changing casts through the years

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Example 2: Main-Idea Question

Which of the four choices best represents the main idea in the paragraph?

A. *Doctor Who* is generously supported by the Queen of England.
B. *Doctor Who* shows how time travel is scientifically possible.
C. *Doctor Who* has been a successful television show for many years.
D. *Doctor Who* is a television show that helps police solve crimes.

First, consider the answer choices:

Answer "A"—*Doctor Who* is generously supported by the Queen of England.

According to the notes, the Queen is mentioned as being a fan of the show, but nowhere in the passage does it state that she supports the show in any way. *Answer choice is "A" incorrect.*

Answer "B"—*Doctor Who* shows how time travel is scientifically possible.

While the passage states that Doctor Who travels through time, it also says the show is science fiction and in no way suggests it teaches its audience how to travel through time. *Answer choice "B" is incorrect.*

Answer "C"—*Doctor Who* has been a successful television show for many years.

At first glance this answer might seem vague or unexciting. That's ok. You need to check both the notes and the passage to see whether it is true. Is *Doctor Who* a TV show? Yes. Was it successful for many years? The passage states that it has many fans and was started back in 1963, over fifty years ago. That is a long time for a television show. *Answer choice "C" might be correct.*

Why is it that the previous sentence reads "might be correct" instead of simply stating that answer "C" is correct? Even if you feel strongly that an answer is correct, you should always check ALL of the answers!

Answer "D"—*Doctor Who* is a television show that helps police solve crimes.

While the passage states that Doctor Who saves civilizations and travels in a police box, it does not make a connection between what he does and actual police work. *Answer choice "D" is incorrect.*

***Answer "C"* is the correct answer.**

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Now consider the answers:

Answer "A"—Oscar Wilde was a great Irish writer who wrote many novels.

According to the passage, Wilde is an Irish writer, but he wrote only one novel. This answer is half right and half wrong, and that means it is incorrect.

Answer "B"—Oscar Wilde was celebrated in Oxford for his philosophy.

While the passage states that Wilde earned high grades for studying classics at Oxford, it doesn't mention his studying philosophy. Also, the classics reference is only one part of the story; it isn't the **main idea**. *Answer "B" is incorrect.*

Answer "C"—Oscar Wilde is mainly appreciated for his plays and clever quotes.

In more than one place, the passage states that Wilde is remembered for his witty quotes and for his comedic plays. This answer is supported by the information in the passage throughout. *Answer "C" might be correct.*

Answer "D"—Oscar Wilde wrote many plays about Paris at the end of his life.

Be careful; the passage does state that he wrote many plays and that he was in Paris at the end of his life. However, it does not make any connection between those two points so *answer "D" is incorrect*.

***Answer "C"* is the correct answer.**

To Review

So, what did you learn about **main-idea** questions? Time to review the steps to use when tackling them.

- **Interview the passage and take notes.**
- **Eliminate answers that aren't clearly supported by the passage.**
- **Half right is all wrong; don't choose answers that misrepresent smaller details from the passage.**
- **Even if you find an answer you think is correct, be sure to check all of the answers!**

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Example Passage 3: Oscar Wilde

Oscar Wilde was one of Ireland's most controversial and prolific writers. It is difficult to say whether he is better known for his life as a writer and well-dressed socialite in London high society, or for his witty remarks and one-liners. One of his most famous quotes is something he said in a hotel in Paris at the end of his life: "I am fighting for my life with this wallpaper. Either it goes or I do."

Wilde was born in Dublin, Ireland, and moved to England to attend university in Oxford in 1874. At Oxford, he earned himself high grades for studying the classics. Soon after, he moved to London, where he gained fame and notoriety for his new philosophical positions about art and aesthetics.

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story. His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. They are celebrated for their entertaining comedy and social satire. Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

Interview the Passage:

What is the passage about?

Oscar Wilde – an Irish writer

Who or what is mentioned in the passage?

Wilde; Oxford; London; Ireland; Paris

Are there problems or changes mentioned in the passage?

Wilde is a philosophy student and then a writer

Example 3: Main-Idea Question

Which of the four choices best represents the main idea in the paragraph?

A. Oscar Wilde was a great Irish writer who wrote many novels.
B. Oscar Wilde was celebrated in Oxford for his philosophy.
C. Oscar Wilde is mainly appreciated for his plays and clever quotes.
D. Oscar Wilde wrote many plays about Paris at the end of his life.

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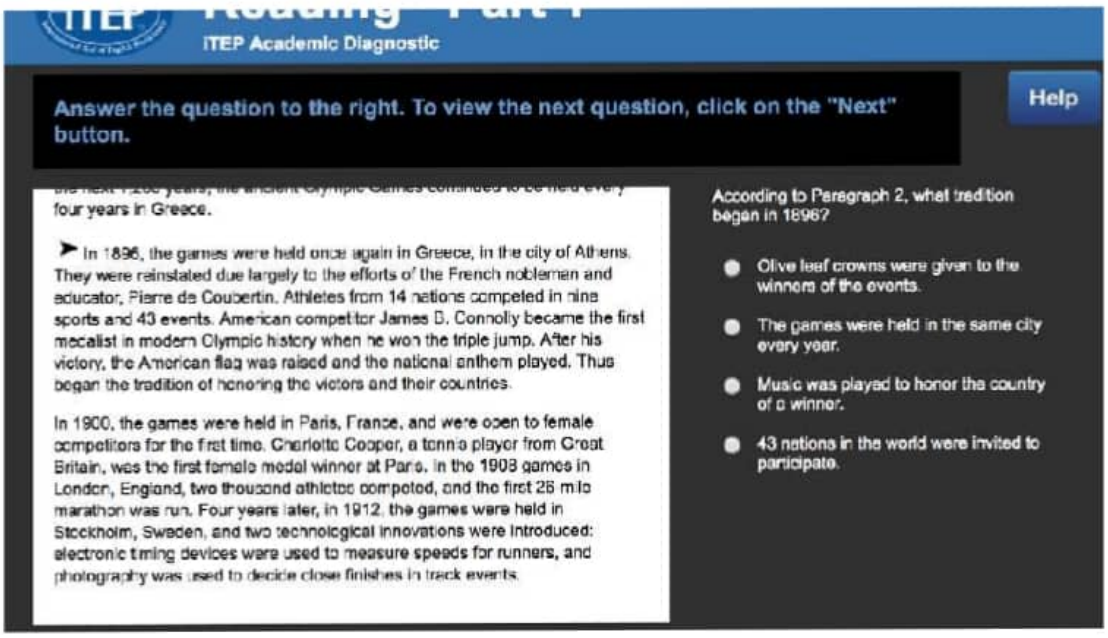
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Chapter 2

Catching Details

So far you've learned how to look at the passage from a big-picture perspective while focusing on **interviewing the passage** and looking for how the points in the passage combine to form a thesis that ties the piece together. Now it's time to focus on specific points in the **catching-details** questions. **Catching-details** questions measure your competency in identifying significant points that form the author's thesis. You must be able to isolate and identify specific aspects of specific points for the role they play in supporting the main point.

Here is an example of what a **catching-details** question might look like on the test:



The passage will be on the left, and the question will appear on the right. Some questions, such as the one on the screen, will refer to a specific paragraph or portion of the passage, and there will be an arrow helping you to locate that section. The strategy for these questions is first to focus on the details presented in the passage and then to use them to answer the questions. Read carefully and the answers should become clear to you.

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Here is an example from passage 1, "The Great Depression."

Example Passage 1: The Great Depression

The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial crisis that started with the collapse of the stock market on October 29, 1929. Thousands of investors were wiped out on this single day. The effects of this crash continued to hurt the world's financial markets for the next 10 years.

The Depression lasted from 1929 until 1939. The worst years were between 1932 and 1934, when unemployment rates were highest. In the United States, unemployment rates reached 25%, meaning one out of four people could not find a job. In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration. This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. Some historians believe that as many countries entered World War II, the world's economy began to accelerate. Economists today still refer to the lessons learned from the Great Depression. Whenever economies slow down or contract, they are considered to be in a recession. When this occurs, experts frequently debate which actions might be necessary to avoid another Great Depression.

Catching Details—Example 1

According to paragraph 2, what is one action that President Roosevelt did to respond to the Great Depression?

A. He contracted the economy.
B. He consulted top economic experts.
C. He boosted the stock market.
D. He created the Works Progress Administration.

Here is paragraph 2: The answer to example 1 is in bold, so the correct response is "D."

The Depression lasted from 1929 until 1939. The worst years were between 1932 and 1934, when unemployment rates were highest. In the U.S., unemployment rates reached 25%, meaning one out of four people could not find a job. **In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration.** This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

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Now try another.

Catching Details—Example 2

According to the passage, in which period of time were the worst years of the Great Depression?

A. 1929 to 1939
B. 1932 to 1934
C. 1929 to World War II
D. 1934 to 1939

This question hasn't indicated a specific part of the passage, so you may need to scan the entire passage. One thing you can tell from scanning the answers is that you are looking for a period of time defined by years. Again, here is paragraph 2, with the correct answer in bold:

> The Depression lasted from 1929 until 1939. **The worst years were between 1932 and 1934**, when unemployment rates were highest. In the U.S., unemployment rates reached 25%, meaning one out of four people could not find a job. In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration. This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

The correct answer is *"B"—1932 to 1934.*

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Example Passage 2: Doctor Who

Doctor Who is a famous British television show about a mysterious alien who travels through time and space in a "police box." Along with other friends of good will, the chief character, Doctor Who, fights numerous enemies and saves civilizations. In England, where the show was created, a police box is like a large public phone booth. It has a phone on its outside, which has a direct line to the police. For the purposes of the television show, this odd disguise makes for some interesting encounters for Doctor Who.

Doctor Who is one of the longest-running programs on TV, despite several breaks in production over the years. Its first season was in 1963, and 44 years later *Doctor Who* was still one of the best-loved shows in the world. This science-fiction, time-travel narrative started as a way to teach children history, but it has evolved into a modern pop-culture phenomenon with a vibrant and involved audience of loyal fans. The show has a devoted following in the United Kingdom, where even the Queen follows it closely.

Because the show has been around for so long, it has had many different casts. The casting of the main role is always a source of interest and amusement for *Doctor Who* fans. In the show's history, there have been 12 different actors who have played Doctor Who.

Catching Details—Example 3

According to paragraph 2, what was the inspiration for the creation of *Doctor Who*?

A. to teach children about history
B. to help scientists understand time travel
C. to help police investigate crimes
D. to entertain the Queen of England

Now take a look at paragraph 2, where you see in bold:

Doctor Who is one of the longest-running programs on TV, despite several breaks in production over the years. **This science-fiction, time-travel narrative started as a way to teach children history,** but it has evolved into a modern pop-culture phenomenon with a vibrant and involved audience of loyal fans.

The correct answer is *"A"—To teach children about history.*

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Example Passage 3: Oscar Wilde

Oscar Wilde was one of Ireland's most controversial and prolific writers. It is difficult to say whether he is better known for his life as a writer and well-dressed socialite in London high society, or for his witty remarks and one-liners. One of his most famous quotes is something he said in a hotel in Paris at the end of his life: "I am fighting for my life with this wallpaper. Either it goes or I do."

Wilde was born in Dublin, Ireland, and moved to England to attend university in Oxford in 1874. At Oxford, he earned himself high grades for studying the classics. Soon after, he moved to London, where he gained fame and notoriety for his new philosophical positions about art and aesthetics.

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story. His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. They are celebrated for their entertaining comedy and social satire. Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

Catching Details—Example 4

According to passage 3, what is the name of the only novel Wilde wrote?

A. *The Picture of Dorian Gray*
B. *The Ideal Husband*
C. *Salome*
D. *The Importance of Being Earnest*

Only one of the four titles listed in the answers is a novel, and the rest are plays. The important portion of passage 3 is highlighted below in bold for emphasis:

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. **He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story.** His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. They are celebrated for their entertaining comedy and social satire. Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

The correct answer is *"A"—The Picture of Dorian Gray.*

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Chapter 3

Vocabulary

Part of learning any new language is learning new words and the varying meanings they express within the language. For the iTEP test, **vocabulary** questions will test you on both specific words and specific phrases. In either case, you will always be presented with the words in context. It is just as important to determine how a word is being used in a particular passage as it is to know a word's standard meaning.

Shopping for Vocabulary

Do you like shopping? Do you enjoy going to the mall or the market and comparing items for sale, and then choosing which one is best for you, buying it and taking it home? Great! Everyone likes shopping. Here's the good news. Solving **vocabulary** questions is like going shopping. There is one thing that you must always remember when you shop:

Always know what you're looking for before you go shopping.

If you just walk into a store for fun with no idea of what you need, you might walk out with something absolutely useless, then get home and ask yourself "Why did I buy this?" But, if you make a shopping list, then you have a much better chance of getting what you need and what you want.

So, as you work on **vocabulary** questions, just remember that you cannot "go shopping" for the answers until you've made a "list" so you know what you're trying to find. It doesn't have to be a long list, and it doesn't have to be complicated, just as clear as possible.

Now go shopping!!

The following pages of examples contain the same three passages from the last chapter. This time the focus will be on the elements of **vocabulary** within each passage. Please review the examples below to help you become a better active reader and interviewer of passages.

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Catching Details—Example 5

According to the passage, where was Oscar Wilde born?

A. Oxford
B. Paris
C. London
D. Dublin

To answer this question correctly, you must scan the passage and use **POE**.

Answer "A"—Oxford is where Wilde studied, but not where he was born. Thus, "A" is incorrect.

Answer "B"—Paris is where Wilde made a clever remark about his hotel room at the end of his life, but it isn't where he was born. Thus, "B" is incorrect.

Answer "C"—London is where Wilde mixed with high society, but it is not where he was born. Thus, "C" is incorrect.

Answer "D"—Dublin is, according to the passage, where he was born. From paragraph two, "Wilde was born in Dublin, Ireland, and moved to England to attend university in Oxford in 1874."

The correct answer is *"D"—Dublin.*

To Review

To answer **catching-details** questions, remember the following:

- **Use your notes to find the relevant part of the passage to locate the right answer.**
- **Use POE—the process of elimination—to eliminate answers that aren't supported by the passage.**
- **Search for key words by using important terms from the question to locate the correct answer in the passage.**

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Example Passage 1: The Great Depression

The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial crisis that started with the collapse of the stock market on October 29, 1929. Thousands of investors were wiped out on this single day. The effects of this crash continued to hurt the world's financial markets for the next 10 years.

The Depression lasted from 1929 until 1939. The worst years were between 1932 and 1934, when unemployment rates were highest. In the United States, unemployment rates reached 25%, meaning one out of four people could not find a job. In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration. This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. Some historians believe that as many countries entered World War II, the world's economy began to accelerate. Economists today still refer to the lessons learned from the Great Depression. Whenever economies slow down or contract, they are considered to be in a recession. When this occurs, experts frequently debate which actions might be necessary to avoid another Great Depression.

Vocabulary—Example 1

As used in the passage, "funded" means:

A. dropped down
B. rented out
C. paid for
D. made better

The key to answering **vocabulary** questions correctly lies in finding clues that indicate how the author is using the words. Often, this means examining one or two lines before the word appears. For example, here is a section of the passage with the word "funded" highlighted in bold:

This program, known better as the WPA, used government resources to hire Americans to work on construction projects, buildings, and roads. The WPA also **funded** other projects in other fields, such as creative visual arts and theater.

Now try removing the word and then looking for clues that will help replace it with a word or phrase. Once that is done, then, and only then, should you look at the answer choices.

This program, known better as the WPA, used government resources to hire Americans to work on construction projects, buildings, and roads. The WPA also _____ other projects in other fields, such as creative visual arts and theater.

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So, where are the clues? First, try asking "what" questions, such as "What did the WPA do?" For example, the previous sentence states that the WPA:

> "...used government resources to hire Americans...."

So, what is another way to describe "using resources to hire" people? Using money to pay people. Okay, so now which answer provides the best match for "using money to pay people."

For reference, here is the question again.

As used in the passage, "funded" means:

A. dropped down
B. rented out
C. paid for
D. made better

If you insert "paid for" into the original sentence, it reads:

> The WPA also **paid for** other projects in other fields, such as creative visual arts and theater.

The best fit is ***"C."*** You have successfully "shopped" for the correct answer!!

Great! Now try another!:

Vocabulary—Example 2

> The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial crisis that started with the collapse of the stock market on October 29, 1929.

As used in the passage, "crisis" means:

A. bounty
B. windfall
C. crime
D. disaster

Next, remove the word "crisis" and replace it with "**what**?"

The Depression, was a financial "**what?**" that started with the collapse of the stock market on October 29, 1929.

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Next, examine the text for some clues:

> The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial ***"what?"*** that *started with the collapse* of the stock market on October 29, 1929.

In this instance, the "**what?**" Is mentioned to have "*started with the collapse.*" So read the question to see which answer might fit the best.

As used in the passage, "crisis" means:

A. bounty
B. windfall
C. crime
D. disaster

Try the process of elimination:

A. **Bounty**—What is a bounty? It is a reward or a bonus—the opposite of a collapse. "A" is not correct.
B. **Windfall**—This means good fortune, often in terms of money, so again not a collapse. "B" is Incorrect.
C. **Crime**—A crime is illegal, but it is not a collapse. *Note: just because "crime" sounds like "crisis" doesn't mean they mean the same thing.*
D. **Disaster**—It is something that could begin with a collapse, so this is the most likely choice. If "disaster" is inserted into the original sentence, it reads:.

> "The Depression," was a financial ***disaster*** that started with the collapse of the Stock Market on October 29, 1929.

The correct answer is *"D."*

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Example Passage 2: Oscar Wilde

Oscar Wilde was one of Ireland's most controversial and prolific writers. It is difficult to say whether he is better known for his life as a writer and well-dressed socialite in London high society, or for his witty remarks and one-liners. One of his most famous quotes is something he said in a hotel in Paris at the end of his life: "I am fighting for my life with this wallpaper. Either it goes or I do."

Wilde was born in Dublin, Ireland, and moved to England to attend university in Oxford in 1874. At Oxford, he earned himself high grades for studying the classics. Soon after, he moved to London, where he gained fame and notoriety for his new philosophical positions about art and aesthetics.

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story. His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. They are celebrated for their entertaining comedy and social satire. Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

Vocabulary—Example 3

As used in the passage, "gained" means:

A. grouped
B. accomplished
C. interested
D. surrendered

Here is the line from the text:

Soon after, he moved to London, where he "***what?***" fame and notoriety for his new philosophical positions about art and aesthetics.

The best clue is in the previous sentence:

At Oxford, he earned himself high grades for studying the classics.

If "earned" is substituted into the sentence, it reads:

Soon after, he moved to London, where he ***earned*** fame and notoriety for his new philosophical positions about art and aesthetics.

The best choice is *"B"—accomplished.*

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To Review

To answer **vocabulary** questions, do the following:

- **Be a smart shopper!**
- **Ask "what?"** Substitute "what?" for the word in the question.
- **Use clues.** Look for clues in related sentences to determine which word to shop for.
- **Shop the answer choices.** Use **POE** to scan the answers and find the one that matches the shopping list!

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Chapter 4

Synthesis Questions

So far, the questions have assessed your ability to:

- See the passage as a whole and find the **main idea**;
- Focus on the specifics through **catching details**;
- Examine how specific words are used via **vocabulary** questions.

In many ways, these question types—**main idea**, **catching details**, and **vocabulary**—have been "what" questions. They are questions that you can answer by asking "what?" What does the word mean? What was discovered in a particular year? What is the **main idea**? However, another important question type begins with why.

These **synthesis** questions focus on how an author builds an argument in a passage and supports the thesis. These questions may ask why the author introduces a certain piece of information. Why is it relevant? Why is it mentioned? To answer these questions correctly you will need to refer to your notes and also to follow the author's points in the passage. The key is to stick to the **main idea**. If you can find the **main idea**, then you can answer any "why" question, because the main reason an author writes anything in the passage is to support the **main idea**.

Synthesis questions also ask you to consider the relationships between key points in an author's thesis, and to 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 the main thread of the author's argument.

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Example Passage 1: The Great Depression

The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial crisis that started with the collapse of the stock market on October 29, 1929. Thousands of investors were wiped out on this single day. The effects of this crash continued to hurt the world's financial markets for the next 10 years.

The Depression lasted from 1929 until 1939. The worst years were between 1932 and 1934, when unemployment rates were highest. In the United States, unemployment rates reached 25%, meaning one out of four people could not find a job. In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration. This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. Some historians believe that as many countries entered World War II, the world's economy began to accelerate. Economists today still refer to the lessons learned from the Great Depression. Whenever economies slow down or contract, they are considered to be in a recession. When this occurs, experts frequently debate which actions might be necessary to avoid another Great Depression.

Synthesis Question—Example 1

Why does the author mention "creative visual arts and theater" in the passage?

A. to understand how the U.S. shifted to a service economy
B. to explain how actors adjusted to high unemployment
C. to demonstrate the diversity of the WPA projects
D. to show that Roosevelt was a great speaker

How could **POE** help to find the right answer? The prompt asks why the arts are mentioned?

In essence, why does a passage about economics mention creative arts?

Remember, the answer must connect to the **main idea**.

First review the notes from **interviewing the passage** earlier:

What is the passage about?

The Great Depression

Who or what is mentioned in the passage?

The U.S.; Investors in the stock market; President Roosevelt

Are there problems or changes mentioned in the passage?

People losing jobs and people losing money; economists learned lessons for the future

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Based on these notes, the author mentions the arts to support the idea that:

Roosevelt used the WPA to fight the Depression.

Part of the purpose of the WPA was to create jobs in different fields.

Now use the notes again to match the best fit with the answers available.

Why does the author mention "creative visual arts and theater" in the passage?

A. to understand how the U.S. shifted to a service economy
B. to explain how actors adjusted to high unemployment
C. to demonstrate the diversity of the WPA projects
D. to show that Roosevelt was a great speaker

Answer "A" makes an assertion that is not supported by the passage, so it is incorrect.

Answer "B" mentions actors, which is on topic, but it makes a connection that is not supported directly by the passage. Thus, "B" is incorrect.

Answer "C" talks about the diversity of the WPA Projects. This assertion is supported by the passage:

> This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. ***The WPA also funded other projects in other fields, such as creative visual arts and theater.***

Answer "D" is off topic, so "D" is incorrect.

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Synthesis Question—Example 2

Based on the passage, which of the following could be one of the "other factors" the author mentions in the last paragraph?

A. the stock market crash of October 29, 1929
B. investors adjusting their funding strategies worldwide
C. the WPA becoming a permanent program in the U.S.
D. the beginning of World War II and its effect on the world economy

By checking the prior notes and the last paragraph, in which the author mentions "other factors," a test-taker can use **POE** to eliminate the answers that don't work:

Answer "A"—The stock market crash is referred to as a cause of the Depression, not as an end to it. Thus, "A" is incorrect.

Answer "B"—There is nothing mentioned or suggested that any change by investors is what led to the end of the Depression, so "B" is incorrect.

Answer "C"—WPA projects are mentioned, but there is nothing to indicate that these programs were made permanent. Thus, "C" is incorrect.

Answer "D"—Immediately after the author mentions "other factors," a possible explanation by historians is provided:

> The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. ***Some historians believe that as many countries entered World War II the world's economy began to accelerate.***

This response is consistent with what is asserted in the passage, so *answer "D" is correct.*

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Example Passage 2: Doctor Who

Doctor Who is a famous British television show about a mysterious alien who travels through time and space in a "police box." Along with other friends of good will, the chief character, Doctor Who, fights numerous enemies and saves civilizations. In England, where the show was created, a police box is like a large public phone booth. It has a phone on its outside, which has a direct line to the police. For the purposes of the television show, this odd disguise makes for some interesting encounters for Doctor Who.

Doctor Who is one of the longest-running programs on TV, despite several breaks in production over the years. Its first season was in 1963, and 44 years later *Doctor Who* was still one of the best-loved shows in the world. This science-fiction, time-travel narrative started as a way to teach children history, but it has evolved into a modern pop-culture phenomenon with a vibrant and involved audience of loyal fans. The show has a devoted following in the United Kingdom, where even the Queen follows it closely.

Because the show has been around for so long, it has had many different casts. The casting of the main role is always a source of interest and amusement for *Doctor Who* fans. In the show's history, there have been 12 different actors who have played Doctor Who.

Why does the author mention the Queen of England in Paragraph 2?

A. to indicate that Doctor Who is part of the royal family
B. to show that *Doctor Who* is liked by many different people
C. to show how *Doctor Who* teaches students about English monarchy
D. to explain why Doctor Who uses a police box for time travel

First, take a moment to review the notes:

What is the passage about?

A British TV show – Doctor Who

Who or what is mentioned in the passage?

The show; the cast; fans; the Queen of England

Are there problems or changes mentioned in the passage?

Saving civilization; changing casts through the years

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Answer "A" offers an assertion that is not supported by the passage, so answer "A" is incorrect.

Answer "B" is supported by the passage as follows:

> The show has a devoted following in the United Kingdom, where ***even*** the Queen follows it closely.

By indicating that "even" the Queen watches *Doctor Who*, the author is emphasizing the point that in addition to being popular, the show is appreciated by an important English figure.

Answer "C" is partly correct, but not wholly accurate. *Doctor Who* was created to teach students about history, but not about the English monarchy. Thus, "C" is incorrect.

In **answer "D,"** police boxes are mentioned in the passage, but these boxes are not connected in any way to the Queen of England. Thus, answer "D" is incorrect.

Only **answer "B"** is supported by the text, so *answer "B" is correct*.

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Example Passage 3: Oscar Wilde

Oscar Wilde was one of Ireland's most controversial and prolific writers. It is difficult to say whether he is better known for his life as a writer and well-dressed socialite in London high society, or for his witty remarks and one-liners. One of his most famous quotes is something he said in a hotel in Paris at the end of his life: "I am fighting for my life with this wallpaper. Either it goes or I do."

Wilde was born in Dublin, Ireland, and moved to England to attend university in Oxford in 1874. At Oxford, he earned himself high grades for studying the classics. Soon after, he moved to London, where he gained fame and notoriety for his new philosophical positions about art and aesthetics.

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story. His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. They are celebrated for their entertaining comedy and social satire. Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

Synthesis Question—Example 3

Why does the author include the quotation from Wilde about wallpaper?

A. to give an example of how clever Wilde was
B. to show Wilde was interested in traveling
C. to demonstrate how living in Paris was unhealthy for Wilde
D. to indicate a source of inspiration for Wilde's plays

First, examine the notes to see whether they provide any clues:

What is the passage about?

Oscar Wilde—an Irish writer

Who or what is mentioned in the passage?

Wilde; Oxford; London; Ireland; Paris

Are there problems or changes mentioned in the passage?

Wilde is a student and then a philosopher and then a writer

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Chapter 5

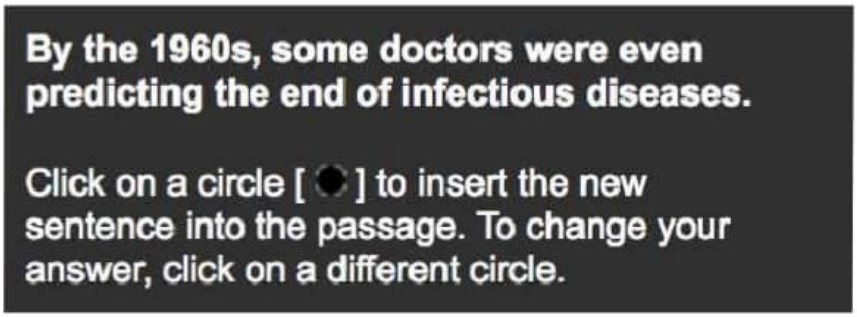
Sequencing

What if you could add something to the passage instead of just reading it? That's the challenge of the **Sequencing** questions. They ask you to imagine that one paragraph in the passage is like a puzzle, and you must insert a missing piece into the puzzle. To do that, you must identify the best place for the piece to fit. What is the key? The key is finding the sequence. There is an order to every paragraph as it states its point, supports it, and then completes it, so it can move on to the next one.

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 proactive questions on the iTEP **Reading** test. To answer these questions correctly, you must demonstrate a fundamental understanding of constructing a coherent paragraph so that you can properly add an important additional point in the proper position in the paragraph.

The key to getting the question correct is to identify where the sentence might fit best. To do this, look for clues. Are there pronouns in the sentence? Does it mention he, she, or they? Does the sentence give an example or draw a conclusion? If so, it is unlikely that the sentence is the first in the paragraph.

First, take a look at a **sequencing** question from the test:



In the example above, you are asked to insert the following sentence:

> **By the 1960s, some doctors were even predicting the end of infectious diseases.**

Before even looking at the paragraph, first look for clues in this sentence.

Does the sentence mention what came before it or what might come after?

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Answer "A" states that the author inserts this quote as an example of Wilde's sense of humor. Since the previous sentence in the passage mentions that Wilde is known for his witty remarks, this humorous quote does support that assertion. Answer "A" is a strong response.

Examine the quote again:

> One of his most famous quotes is something he said in a hotel in Paris at the end of his life: "I am fighting for my life with this wallpaper. Either it goes or I do."

Answer "B" is not directly supported by the passage. While part of the message of the passage is that Wilde did move among a few countries, there is no clear connection between that point and the quotation. Answer "B" is incorrect.

Answer "C" might be tempting because the passage indicates that Wilde spent the end of his life in Paris. However, there is nothing in the passage to indicate that being in Paris was actually unheathy for him. Thus, answer "C" incorrect.

Answer "D" is tricky. While the passage mentions Wilde's plays, there is no clear connection between this specific line and the comedy in his plays. Answer "D" is incorrect.

To Review

To answer **synthesis** questions:

- **Ask why?** Focus on why the author introduces specific information to support her thesis.
- **Connect to the main idea.** Use your notes from interviewing the passage to connect the information in the question to the main idea.
- **Connect the dots.** Find the thread of the author's thesis so you can understand why specific points are key pieces of information in the passage.

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It features the phrase: "By the 1960s." This is a good clue because it indicates a time period. Perhaps this sentence might go well either before or after a different time period.

Luckily, the test screen allows you to insert the sentence in each potential location to see how it fits. In the example screen shot below, the sentence has been inserted in the third location option and is now the fifth sentence in the passage.



The passage's third sentence mentions the "1940s" while the fourth sentence mentions the passage of time. So, the fifth sentence could logically begin with "By the 1960s." There is one other clue. The fourth sentence also mentions "progress" in fighting disease while the newly inserted sentence notes that some doctors predicted "the end of infectious diseases." The next or sixth sentence states: "Unfortunately, a new problem has emerged." This statement is a clear response to the mentioned hope for progress, so this is further evidence that the inserted sentence fits well here.

Next, take a look at some **sequencing questions** on the passages about the Great Depression, Oscar Wilde and *Doctor Who*.

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Example Passage 1: The Great Depression

The Great Depression is one of the most famous historical periods of the 20th Century. This era is recognized mainly in the United States, but the time period affected the entire world. This period, also known as simply the Depression, was a financial crisis that started with the collapse of the stock market on October 29, 1929. Thousands of investors were wiped out on this single day. The effects of this crash continued to hurt the world's financial markets for the next 10 years.

The Depression lasted from 1929 until 1939. The worst years were between 1932 and 1934, when unemployment rates were highest. In the United States, unemployment rates reached 25%, meaning one out of four people could not find a job. In an effort to solve this problem, American President Franklin Delano Roosevelt created the Works Progress Administration. This program, known better as the WPA, used government funds to hire Americans to work on construction projects, buildings, and roads. The WPA also funded other projects in other fields, such as creative visual arts and theater.

The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. Some historians believe that as many countries entered World War II, the world's economy began to accelerate. Economists today still refer to the lessons learned from the Great Depression. Whenever economies slow down or contract, they are considered to be in a recession. When this occurs, experts frequently debate which actions might be necessary to avoid another Great Depression.

Sequencing Question—Example 1

At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

> **Others maintain that the banking and fiscal reforms were key to stabilizing and rescuing the economy.**

The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. **(A)** Some historians believe that as many countries entered World War II the world's economy began to accelerate. **(B)** Economists today still refer to the lessons learned from the Great Depression. **(C)** Whenever economies slow down or contract, they are considered to be in a recession. **(D)** When this occurs, experts frequently debate which actions might be necessary to avoid another Great Depression.

To find clues in the prompt, first read it carefully.

> **Others** maintain that the banking and fiscal reforms **were** key to stabilizing and rescuing the economy.

1. **The first clue is "Others."** This is a pronoun, and pronouns are great clues for **sequencing questions** because every pronoun must have an antecedent. In other words, a pronoun is a short version of a noun that has already been introduced. So, in this case the "others" must already have been mentioned by their proper name. You can look at a preceding sentence to determine who the "others" are. This helps find the sequence.

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2. **Another clue is the verb tense.** The phrase, "reforms ***were*** key," indicates that the author is using the past tense, so for answers mentioning a sequence of time, the events should be in the proper order.

Putting those clues together suggests that answer "B" may be correct.

Does this answer work?

Yes, because in this location, the word "others" would refer to other "historians."

> The Depression ended in 1939, partly because of the WPA's programs and also due to other factors. (A) Some historians believe that as many countries entered World War II the world's economy began to accelerate. ***(B) Others maintain that the banking and fiscal reforms were key to stabilizing and rescuing the economy.*** Economists today still refer to the lessons learned from the Great Depression. (C) Whenever economies slow down or contract, they are considered to be in a recession. (D) When this occurs, experts frequently debate which actions might be necessary to avoid another "Great Depression."

Answer choice "B" is correct because the "others" are the "historians" in the second sentence.

If the sentence is inserted into any of the other locations, it doesn't fit the sequence. The pronouns don't agree, and the tenses are confused.

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Now take a look at another passage:

Example Passage 2: Doctor Who

Doctor Who is a famous British television show about a mysterious alien who travels through time and space in a "police box." Along with other friends of good will, the chief character, Doctor Who, fights numerous enemies and saves civilizations. In England, where the show was created, a police box is like a large public phone booth. It has a phone on its outside, which has a direct line to the police. For the purposes of the television show, this odd disguise makes for some interesting encounters for Doctor Who.

Doctor Who is one of the longest-running programs on TV, despite several breaks in production over the years. Its first season was in 1963, and 44 years later *Doctor Who* was still one of the best-loved shows in the world. This science-fiction, time-travel narrative started as a way to teach children history, but it has evolved into a modern pop-culture phenomenon with a vibrant and involved audience of loyal fans. The show has a devoted following in the United Kingdom, where even the Queen follows it closely.

Because the show has been around for so long, it has had many different casts. The casting of the main role is always a source of interest and amusement for *Doctor Who* fans. In the show's history, there have been 12 different actors who have played Doctor Who.

Sequencing Question—Example 2

At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

> **Of course, the police box in *Doctor Who* doesn't connect civilians to the local police.**

Doctor Who is a famous British television show about a mysterious alien who travels through time and space in a "police box." **(A)** Along with other friends of good will, the chief character, Doctor Who, fights numerous enemies and saves civilizations. **(B)** In England, where the show was created, a police box is like a large public mailbox. **(C)** It has a phone on its outside, which has a direct line to the police. **(D)** For the purposes of the television show, this odd disguise makes for some interesting encounters for Doctor Who.

Look for clues in the prompt.

> **Of course, the police box in *Doctor Who* doesn't connect civilians to the local police.**

This passage has a more informal tone featuring the phrase "of course," which usually indicates something about a previous statement. In this case, the sentence topic is the police box. The paragraph discusses *Doctor Who*, but it also explains the purpose of the police box. Thus, the answer should also connect to this explanation of the police box.

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[Tip] ***Use* POE. Sequencing questions are excellent places to use the process of elimination!**

For example, if the sentence is inserted at choice "C," the passage would read:

> In England, where the show was created, a police box is like a large public mailbox. ***Of course, the police box in* Doctor Who *doesn't connect civilians to the local police.*** It has a phone on its outside, which has a direct line to the police.

Do you see how this would be confusing? The second sentence states that the *Dr. Who* police box *doesn't* connect people to the police, and the third sentence says "it" has a direct line to the police. This makes a contradiction, so answer "C" is incorrect.

But, in this case trying a wrong answer does indicate a right one. Answer "C" is in the middle of the explanation of the police box. Perhaps the "of course" observation would work better a little bit later in the paragraph as answer "D."

Answer "D" would look like this:

> It has a phone on its outside, which has a direct line to the police. ***Of course, the police box in* Doctor Who *doesn't connect civilians to the local police.*** For the purposes of the television show, this odd disguise makes for some interesting encounters for Doctor Who.

This is much better. The contrast needed for "of course" is present, and the sentence fits perfectly. Thus, *"D" is the correct answer.*

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Here is one more **sequencing** question:

Example Passage 3: Oscar Wilde

Oscar Wilde was one of Ireland's most controversial and prolific writers. It is difficult to say whether he is better known for his life as a writer and well-dressed socialite in London high society, or for his witty remarks and one-liners. One of his most famous quotes is something he said in a hotel in Paris at the end of his life: "I am fighting for my life with this wallpaper. Either it goes or I do."

Wilde was born in Dublin, Ireland, and moved to England to attend university in Oxford in 1874. At Oxford, he earned himself high grades for studying the classics. Soon after, he moved to London, where he gained fame and notoriety for his new philosophical positions about art and aesthetics.

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story. His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. They are celebrated for their entertaining comedy and social satire. Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

> **The plays have been translated into over 30 languages and have been enjoyed by audiences from Singapore to Iceland.**

Though his life was often filled with much movement in social circles, he is probably best remembered for his written works. **(A)** He wrote only one novel, *The Picture of Dorian Gray*, but it is considered a great story. **(B)** His plays, including *The Ideal Husband*, *Salome*, and *The Importance of Being Earnest*, are still performed all over the world. **(C)** They are celebrated for their entertaining comedy and social satire. **(D)** Wilde is remembered today as one of Ireland's greatest literary figures, and there are various tributes to him in Ireland as well as other locations around the world.

Ok, what are some clues in the prompt?

> **The plays have been translated into over 30 languages and have been enjoyed by audiences from Singapore to Iceland.**

The first clue is "the plays," which indicates that the plays have already been introduced, so answer "A" can be eliminated.

The next clue is the specific information in the sentence; it appears to be a supporting detail that gives support to an earlier assertion.

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So, try it at point "C."

> His plays, including *The Ideal Husband, Salome,* and *The Importance of Being Earnest,* are still performed all over the world. ***The plays have been translated into over 30 languages and have been enjoyed by audiences from Singapore to Iceland.*** They are celebrated for their entertaining comedy and social satire.

Does this fit here?

Yes, the new sentence supports the assertion made in the previous sentence about "all over the world." The sentence gives two details—the number of languages and the geographical range, ***from Singapore to Iceland***.

So, *"C" is the correct answer.*

To Review

- **Sequencing** questions contain pieces of a puzzle.
- Look for ***pronoun and verb-tense clues*** to find the sequence in a paragraph.
- ***Use*** **POE** to find the best fit for the sentence in the paragraph.

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Chapter 6

PART 1, SLATE Passages

NOTE: If you are preparing for the ACADEMIC Test only,
please skip ahead to the next chapter;
this chapter is for SLATE test-takers only.

SLATE Part 1

SLATE has three reading parts, **Reading Part 1** for SLATE has a short passage (50 words) and two questions that follow. Often the passage will sound like a public announcement of some kind, so to find the right answers, you must connect the dots and keep track of the details.

Here is an example:

SLATE Reading Passage 1

> Next Monday the school's Outdoor Club will visit Golden Reservoir. Students must have a permission slip signed by a parent or guardian by Friday in order to go on the trip. Students will travel by bus after lunch and return to school at 4 pm. Swimsuits are not needed but extra water and sunscreen are recommended.

As with other **Reading** passages, it helps to take notes.

Because SLATE **Reading Part 1** is brief, you don't need to take extensive notes, but as you practice these types of passages, it's important to take precise notes. Try to improve at writing down only what is important and leaving out what is not. Develop your own shorthand, making notes to yourself that will help you to recall essential parts of the passage.

What is the passage about?

A school trip

Who or what is mentioned in the passage?

Students; the Outdoor Club; Golden Reservoir

Are there problems or changes mentioned in the passage?

Permission slips; lunch; swimsuits

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In addition to **main-idea** questions, SLATE **Part 1** can feature **synthesis** questions.

Take a look at a **synthesis** question below:

SLATE Synthesis Question—Example 2

What can be inferred from the passage?

A. Outdoor Club is for members only.
B. Students must pay to join the Outdoor Club.
C. Students will eat dinner at the reservoir.
D. Students will be outside at the reservoir.

First, use **POE** and the notes to examine the answers.

Answer "A" is incorrect because there is nothing in the passage that either directly or indirectly mentions anything about members or membership.

Answer "B" is incorrect because there is nothing directly or indirectly mentioned about payment for the trip.

Answer "C" is incorrect. Although the trip will take place after lunch, the students will return from the reservoir at 4 p.m., which is before, not after, dinner.

Answer "D" might be correct. Although it is not strictly stated, it can be inferred that students will be outside. The passage says that students will need drinking water and sunscreen. In addition, reservoirs are large bodies of water that are outdoors.

While this may seem a little obvious, sometimes, with Inference questions, the correct answer is the obvious answer. ***Don't overthink!*** **"D" is correct.**

To Review

- **SLATE Part 1 is similar to other SLATE Reading passages, but it is shorter**
- **Interview the passage**
- **Use POE and notes to answer the questions**

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The passage contains **main-idea** questions, such as this example below:

SLATE Main-Idea Question—Example 1

According to the passage, what will happen on Monday?

A. Students will eat lunch at Golden Reservoir.
B. Students will have lunch at the Outdoor Club.
C. Students with permission will take a bus to Golden Reservoir.
D. Students with permission will go swimming.

Try using **POE** and the notes while reviewing the possible answers.

Answer "A" is incorrect. While the passage mentions lunch, it doesn't state that students will eat at the reservoir. Their trip to the reservoir is actually scheduled for after lunch.

Answer "B" is also incorrect. The Outdoor Club is mentioned, but it is a student club, not a place to eat.

Answer "C" may be correct because it accurately states that the students are taking a bus to the reservoir.

Answer "D" incorrectly states that the students will go swimming, an assertion that is not supported by the passage.

Therefore, the *correct answer is "C."*

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Chapter 7

Part 2, ACADEMIC Passage

NOTE: If you are preparing for the SLATE Test only, please skip ahead to the next chapter; this chapter is for ACADEMIC test-takers only.

In this chapter, you will be introduced to the ACADEMIC **Part 2** passage. There are two notable differences between this part of the test and the previously analyzed reading passages. First, these passages are longer than the previous ones. Until now, the passages have been no longer than 250 words, which is the length of the ACADEMIC **Part 1** passages.

The ACADEMIC **Part 2** passages are approximately 450 words in length. They will also contain more questions than **Part 1** does, but for the most part, the questions will be familiar types, with one exception. The **main-idea** question for ACADEMIC **Part 2** is a different type of question from the **main-idea** question in ACADEMIC **Part 1**. The task in ACADEMIC **Part 2** is to identify three statements out of six that best represent the main idea of the passage when following a sentence in the prompt.

For example:

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

"Antibiotics have become less effective as bacteria have developed drug-resistance."

Continue the summary by choosing 3 of the 6 sentences below that best represent MAIN points in the passage. Mark your 3 answers by selecting the appropriate checkboxes. To change an answer, click again on that checkbox to remove the check mark.

Possible Answers

- ☐ The human body recovers from viral infections because of the effectiveness of the immune system.
- ☐ Both patients and healthcare professionals have erred by using antibiotics for illnesses that do not respond to them.
- ☐ Antibiotics tend to destroy weaker, less virulent bacteria first.
- ☐ The best way to prevent further lessening of the effectiveness of antibiotics is through education in their correct use.
- ☐ Traces of antibiotics have been found in dairy products.
- ☐ As antibiotics have been misused, the strongest, most resistant strains of bacteria have survived.

You will be given a summary statement about the passage, and then you will be asked to identify three statements that complete the thought expressed in that statement. Essentially, because this is a **main-idea** question, you are being asked to correctly identify the **main idea** as it is expressed by three statements. This may sound a tiny bit challenging at first, but once you try one, you'll get the hang of it. This chapter will provide an examination of both this new type of **main-idea** question and other questions found on the ACADEMIC **Part 2**.

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Here is a sample passage. On the first reading, take notes in the space provided, and then answer the questions as they appear. You will find the new **main-idea** question at the very end of the questions.

Example Passage: Blood Falls

If you travel far away to the southernmost continent, Antarctica, you will find a scientific marvel known as Blood Falls. It is a five-story-tall waterfall that flows from Taylor Glacier, and its rusty, red-colored water has puzzled scientists for many years. Scientists used a radar method to learn that bacteria, rust, and salt in the water gave the waterfall its unique coloring. They also used a special machine to capture some of the water before it reached the glacier's surface. Some scientists believe that the sub-glacial water may show how microbes and bacteria survived the Ice Age. Others believe that the same type of unique water may exist on Mars and in other places in our solar system.

The waterfall originates in sub-glacial lakes and rivers filled with brine. A high iron content in the brine gives the water its unique red color when the water bubbles to the surface to begin its journey down the waterfall. Despite the fact that the water is very cold, the high iron content also keeps the water from freezing. The water is much warmer than the surrounding ice. Scientists know that the iron content in the water gets much higher as it nears the glacier's surface. They theorize that this is because water from the melting glacier mixes with the underground water. Scientists also know that the water has an exceedingly high level of salt, which may also help stop the water from freezing. In fact, the combination of salt and iron makes the Taylor Glacier the coldest glacier on earth to have flowing water.

A team of scientists bore into the ice with a special machine so that they could sample some of the water before it reached the earth's surface, and they found that the water is also unique because it contains almost no oxygen. Scientists have studied the water and discovered that at least 17 different microbes live in it. Researchers have not discovered these microbes or bacteria anywhere else on earth. People believe that when the glacier formed 1.5 to 2 million years ago, the environment was completely sealed off. They think that the microbes and bacteria have lived under the ice for all those years. Some researchers also believe that this is an example of how microorganisms survived the Ice Age.

Astrobiologists are also very interested in the discovery of this unique water. They believe that sub-glacial water may exist on other planets, and this water may also contain life. The biologists believe that water on Mars may also be high in iron and salt. Furthermore, they believe that the water may contain bacteria and microbes like the ones the scientists discovered in Antarctica. Some astrobiologists also believe that the moon Europa, which circles Jupiter, may also contain this special water.

Interview the Passage

What is the passage about?

Who or what is mentioned in the passage?

Are there problems or changes mentioned in the passage?

Great, next are the practice questions!

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[Tip] **Technique Tip: For vocabulary questions, identify the clues and ask "what?" before "shopping" for the correct answers!**

Vocabulary Question 1

As used in the passage, "circles" means:

A. sharpens
B. scatters
C. orbits
D. holds

Vocabulary Question 2

As used in the passage, "survived" means:

A. prolonged
B. outlived
C. neglected
D. refused

Now here are a couple of **detail** questions.

Catching-Details Question 3

According to the passage, what gives Blood Falls its unique coloring?

A. a mix of bacteria, rust, and salt
B. a mix of mud, algae, and salt
C. a mix of oxygen, brine, and rust
D. a mix of blood, water, and iodine

Catching-Details Question 4

According to the scientists mentioned in the second paragraph, what prevents Blood Falls from freezing?

A. a mix of 17 different microbes
B. a combination of iron and salt
C. heat from the sun
D. a lack of oxygen

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How are you doing so far?

- **Are you using POE?**
- **Are you referring to your notes?**
- **Are you going back to the specific parts of the passage, as directed by the prompt?**

Great!

Next, you have a **synthesis** question, a **sequencing** question, and then a new **main-idea** question. Afterwards, you can check your answers.

Synthesis Question 5

According to the fourth paragraph, why are astrobiologists interested in the discovery of this particular sub-glacial water?

A. They believe that it can prove life exists on other planets.
B. They believe it shows that Mars and Jupiter have different glaciers.
C. They believe it connects Earth's moon to Jupiter's moon.
D. They believe that it shows how microorganisms survived the Ice Age.

Sequencing Question 6

At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

The falls got its name, Blood Falls, from its striking and strange color.

If you travel far away to the southernmost continent, Antarctica, you will find a scientific marvel known as Blood Falls. **(A)** It is a five-story-tall waterfall that flows from Taylor Glacier, and its rusty, red-colored water has **puzzled** scientists for many years. Scientists used a radar method to learn that bacteria, rust, and salt in the water gave the waterfall its unique coloring. **(B)** They also used a special machine to capture some of the water before it reached the glacier's surface. **(C)** Some scientists believe that the sub-glacial water may show how microbes and bacteria **survived** the Ice Age. **(D)** Others believe that the same type of unique water may exist on Mars and in other places in our solar system.

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Below is an example of the new type of question that you will only see on the ACADEMIC **Part 2** section, the **main-idea** question. As mentioned above, for this type of **main-idea** question, your task is to choose three out of six available sentences that you think best express the **main idea** of the passage. In addition, you are given a guide sentence. This sentence is key. Essentially you are looking for three sentences that continue the idea that is presented in the key sentence. So, in the example below, you want to choose three sentences.

Main-Idea Question 7

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

> **The unique colors of Antarctica's Blood Falls are beautiful to see and fascinating to study.**

Below are six more sentences. Choose the three that best represent points in the passage and use them to complete the summary.

The water gets its red color from high concentrations of iron, salt, and bacteria.	**Antarctica is the southernmost continent in the world.**
The sub-glacial water shows how living bacteria survived the Ice Age.	**Water on Mars may also be high in iron and salt.**
Scientists believe that the same kind of unique water may exist on other planets.	**The Taylor Glacier is the coldest glacier to have active flowing water.**

In this example, the key sentence is:

> **The unique colors of Antarctica's Blood Falls are beautiful to see and fascinating to study**

This sentence presents two important ideas:

1. The falls are beautiful
2. The falls are fascinating to study

So, the connecting **main-idea** sentences should capture these ideas. Now, consider the first sentence.

> **The water gets its red color from high concentrations of iron, salt, and bacteria.**

Could this sentence work? Does it continue the idea in the key sentence? Yes, because it defines an important element of the beauty, which stems from the components of the falls. Mark this one as one of the three keepers.

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The next possibility is:

Antarctica is the southernmost continent in the world.

Could this sentence work? Does it continue the idea in the key sentence? Not necessarily. It widens the scope a little too much. The passage mentions this only at the beginning, so this is not a good answer.

Next:

The sub-glacial water shows how living bacteria survived the Ice Age.

Could this sentence work? Does it continue the idea in the key sentence? Yes, because it provides further evidence about why this topic is so fascinating to study. It's another keeper.

Next:

Water on Mars may also be high in iron and salt.

Could this sentence work? Does it continue the idea in the key sentence? No, it is too specific and off-topic. It talks about Mars, but it doesn't make a connection between Mars and the topic. Thus, this is not a good answer.

Next:

Scientists believe that the same kind of unique water may exist on other planets.

Could this sentence work? Does it continue the idea in the key sentence? Yes, this sentence, unlike the last one, does make the connection between the main topic and its relevance to other planets, so this is also a possible keeper.

Now check the last option:

The Taylor Glacier is the coldest glacier to have active flowing water.

Could this sentence work? Does it continue the idea in the key sentence? No, this idea is much too specific. It focuses on a detail, but it doesn't present a clear connection to the **main idea**.

Now, review the key sentence and the three sentences chosen as likely answers.

The unique colors of Antarctica's Blood Falls are beautiful to see and fascinating to study.

1. The water gets its red color from high concentrations of iron, salt, and bacteria.
2. The sub-glacial water shows how living bacteria survived the Ice Age.
3. Scientists believe that the same kind of unique water may exist on other planets.

Can you see how each of these three sentences supports and extends the **main idea** presented in the key sentence? That is what makes them correct answers.

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Congratulations, you now know how to do the main-idea questions for ACADEMIC Part 2!

Now it's time to go back and check the answers!

Examining Your Answers

First, analyze the two **vocabulary** questions:

Vocabulary word—"circles"

In question 1, if "circles" is replaced with "**what?**," the sentence becomes:

> **Some astrobiologists also believe that the moon Europa, which "*what?*" Jupiter, may also contain this special water.**

So, the missing word or phrase should describe what a moon does. A moon goes around a planet. Now, consider the answer options.

Vocabulary Question 1

As used in the passage, "circles" means:

A. sharpens
B. scatters
C. orbits
D. holds

The correct answer is *"C," because "goes around" means orbits.*

Next, examine **vocabulary** question 2.

Vocabulary word: "survived"

> **Some scientists believe that the sub-glacial water may show how microbes and bacteria "*what?*" the Ice Age.**

If the "**what?**" is replaced with "made it through," then you can shop for the correct answer:

Vocabulary Question 2

As used in the passage, "survived" means:

A. prolonged
B. outlived
C. neglected
D. refused

The correct answer is *"B," because "made it through" means outlived.*

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Catching-Details Question 3

According to the passage, what gives Blood Falls its unique coloring?

A. a mix of bacteria, rust, and salt
B. a mix of mud, algae, and salt
C. a mix of oxygen, brine, and rust
D. a mix of blood, water, and iodine

Read carefully in the first paragraph, and you will locate the answer:

> …known as Blood Falls. It is a five-story-tall waterfall that flows from Taylor Glacier, and its rusty, red-colored water has puzzled scientists for many years. ***Scientists used a radar method to learn that bacteria, rust, and salt in the water gave the waterfall its unique coloring.*** They also used a special…

The correct answer is ***"A"—a mix of bacteria, rust and salt.***

Catching-Details Question 4

According to the scientists mentioned in the second paragraph, what prevents Blood Falls from freezing?

A. a mix of 17 different microbes
B. a combination of iron and salt
C. heat from the sun
D. a lack of oxygen

The prompt directs us to find the answer in the second paragraph, which contains the following sentences:

> Scientists also know that the water has an exceedingly high level of salt, which may also help stop the water from freezing. In fact, the combination of salt and iron makes the Taylor Glacier the coldest glacier on earth to have flowing water.

The correct answer is ***"B"—a combination of iron and salt.***

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To Review

- ACADEMIC Part 2 requires good notes and **POE**.
- For the main-idea question, stick to the main idea!

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Synthesis Question 5

According to the fourth paragraph, why are astrobiologists interested in the discovery of this particular sub-glacial water?

A. They believe that it can prove life exists on other planets.
B. They believe it shows that Mars and Jupiter have different glaciers.
C. They believe it connects Earth's moon to Jupiter's moon.
D. They believe that it shows how microorganisms survived the Ice Age.

Remember, **synthesis** questions are a little different from **catching-details** questions in that they may ask you to make some inferences and connections. Now, look in the fourth paragraph to find the answer.

> Astrobiologists are also very interested in the discovery of this unique water. They believe that sub-glacial water may exist on other planets, and this water may also contain life.

The correct answer is ***"A"—They believe that it can prove life exists on other planets.***

Sequencing Question 6

At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

> **The falls got its name, Blood Falls, from its striking and strange color.**

> If you travel far away to the southernmost continent, Antarctica, you will find a scientific marvel known as Blood Falls. **(A)** It is a five-story-tall waterfall that flows from Taylor Glacier, and its rusty, red-colored water has puzzled scientists for many years. Scientists used a radar method to learn that bacteria, rust, and salt in the water gave the waterfall its unique coloring. **(B)** They also used a special machine to capture some of the water before it reached the glacier's surface. **(C)** Some scientists believe that the sub-glacial water may show how microbes and bacteria survived the Ice Age. **(D)** Others believe that the same type of unique water may exist on Mars and in other places in our solar system.

Using **POE**, answer "**B**" can be eliminated because inserting the sentence there would remove the pronoun "they" from its antecedent in the previous sentence. Answers "**C**" and "**D**" are also not good because at these points the paragraph has already moved on from the topic of the unique color of the falls and its name. That leaves "**A**," which connects well to the stated mention of "Blood Falls."

The correct answer is "A." Inserting the sentence at this point would look like this:

> If you travel far away to the southernmost continent, Antarctica, you will find a scientific marvel known as Blood Falls. ***The falls got its name, Blood Falls, from its striking and strange color.*** It is a five-story-tall waterfall that flows from Taylor Glacier, and its rusty, red-colored water has puzzled scientists for many years.

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Chapter 8

SLATE Practice

Practice SLATE Part 1: School Library

The school library will close for the summer after final exams are completed. All overdue books must be turned in before 3 p.m. on Friday, and any overdue fees should be paid by then as well. If a book has been lost, you may have to pay for the cost of the book.

1. What is the main purpose of this paragraph?

A. to explain the schedule for final exams
B. to encourage students to use the library
C. to ask students to return their library books
D. to raise money for the library

2. As used in the passage, "completed" means:

A. contested
B. approved
C. fought
D. finished

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Practice SLATE Part 2: Hoover Dam

Ancient settlers built houses to protect themselves from the weather, and they often built them near rivers, which could be used as water supplies for growing crops. But rivers are temperamental, and their levels can rise and fall, causing havoc for those who depend on them. Rivers may rise due to spring ice-melt or great rainstorms, which may cause flooding to any nearby development. One way that people have controlled river flow has been by building dams.

Dams block rivers to form lakes, creating a reliable supply of water, even in dry times. One of the largest dams in the world is the Hoover Dam in the United States. The Hoover Dam blocks the Colorado River to create Lake Mead, the largest man-made lake in the United States. The dam itself is over 700-feet high and made from more than six-million tons of concrete. The dam is constructed to use gravity to keep the concrete in place and is shaped like an arch to use the water pressure to keep the water safe inside the canyon walls. It also has spillways to allow floodwater to run off before it reaches the top of the dam.

The dam does more than simply save water, though. It doubles as a power plant by using 17 turbines to generate electricity for surrounding cities. Water falls through the dam from intake towers at the top to turn the turbines before exiting to the Colorado River at the bottom. Generating this "hydro-power" provides a cleaner, renewable source of energy, and dams around the world have copied this model for over a century.

Interview the Passage

What is the passage about? _____

_____

_____

Who or what is mentioned in the passage? _____

_____

_____

Are there problems or changes mentioned in the passage? _____

_____

_____

Vocabulary Question 1

1. **As used in the passage, "temperamental" means:**

   A. equal
   B. tentative
   C. unpredictable
   D. theoretical

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Vocabulary Question 2

2. **As used in the passage, "doubles" means:**
   - A. copies itself
   - B. returns itself
   - C. sends two messages
   - D. serves a second purpose

Catching-Details Question 3

3. **According to the first paragraph, what was one possible disadvantage of building cities near rivers?**
   - A. Ancient settlers flooded the newly created lakes with their dams.
   - B. The cities could be flooded when river levels rose.
   - C. The banks of rivers could not sustain proper crop yield.
   - D. Ancient settlers were unable to generate sufficient hydropower.

Catching-Details Question 4

4. **According to the second paragraph, which of the following is an accurate description of Lake Mead?**
   - A. It is over 700-feet high and used 6-million tons of concrete.
   - B. It is the largest natural lake in the United States.
   - C. It is one of the oldest lakes in the United States.
   - D. It was created by the construction of the Hoover Dam.

Synthesis Question 5

5. **According to the passage, what causes the greatest risk for cities built near rivers?**
   - A. the rise and fall of the water levels
   - B. the cost of maintaining dam construction
   - C. the danger of falling rocks and concrete
   - D. the poor yields of crops grown near riverbanks

Main-Idea Question 6

6. **Which of the following best expresses the main idea of the passage?**
   - A. The Colorado River created the Hoover Dam.
   - B. The Hoover Dam is impressive and useful.
   - C. Lake Mead is the largest man-made lake in the world.
   - D. The Colorado River is a great source of power.

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Sequencing Question 7

7. At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

Using valves and levees, they can be opened or closed depending on how much water is available or needed.

Dams block rivers to form lakes, creating a reliable supply of water, even in dry times. (A) One of the largest dams in the world is the Hoover Dam in the United States. (B) The Hoover Dam blocks the Colorado River to create Lake Mead, the largest man-made lake in the United States. (C) The dam itself is over 700-feet high and made from more than six- million tons of concrete. (D) The dam is constructed to use gravity to keep the concrete in place and is shaped like an arch to use the water pressure to keep the water secure inside the canyon walls. It also has spillways to allow floodwater to run off before it reaches the top of the dam.

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Chapter 9

ACADEMIC Practice

Practice ACADEMIC Part 1: Bald Eagles

Eagles are impressive birds that soar through the sky and have been admired by people throughout history. One particular eagle, the bald eagle, is found primarily in North America, but its name is a little misleading. The birds are not actually bald, but they do have white heads and white tails that starkly contrast with their brown bodies.

Eagles primarily eat fish, so they are often found near large bodies of water. The bald eagle uses its sharp talons to swoop down and catch fish directly out of the water. Bald eagles are well known for building extraordinarily big nests in trees that can be four meters deep and three meters wide. In fact, their nests are the largest bird nests in North America and the largest tree nests of any animal discovered so far. Female bald eagles are generally about 25 percent larger than their male counterparts.

The bald eagle is also the national bird for the United States. It appears on official government seals for the United States, holding 13 arrows, which represent the 13 original states, and an olive branch in its talons, representing peace. Until recently, the bald eagle was registered as an endangered species. Fortunately, the bald eagle populations have managed to recover, and this type of eagle is currently a beloved bird species to many people across North America. There are some bald eagles that are held in captivity across the United States, but these birds are either injured or unable to be released into the wild.

Interview the Passage

What is the passage about? _____

_____

_____

Who or what is mentioned in the passage? _____

_____

_____

Are there problems or changes mentioned in the passage? _____

_____

_____

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[Tip] **Technique Tip: The first three questions are vocabulary questions, so identify the clues and ask "what?" before "shopping" for the correct answers!**

Vocabulary Question 1

1. As used in the passage, "contrast" means:
   - A. unify
   - B. cancel
   - C. complement
   - D. differ

Vocabulary Question 2

2. As used in the passage, "swoop down" means:
   - A. flow smoothly
   - B. bite harshly
   - C. descend quickly
   - D. rise slowly

Vocabulary Question 3

3. As used in the passage, "endangered" means:
   - A. popular
   - B. threatened
   - C. incredible
   - D. deadly

Catching-Details Question 4

4. According to the passage, why are bald eagles called "bald"?
   - A. Their feathers change colors during winter.
   - B. They have brown heads and white bodies.
   - C. They have white heads and brown bodies.
   - D. They lose their feathers during mating season.

Catching-Details Question 5

5. According to the second paragraph, what is remarkable about the bald eagle?
   - A. It primarily hunts and eats fish.
   - B. It builds very large nests.
   - C. It has an unusual name.
   - D. It is regulated by the government.

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Main-Idea Question 6

6. **Which of the following statements best expresses the main idea of the passage?**

   A. Bald eagles are good builders but not good hunters.
   B. Bald eagles are the national bird for many countries.
   C. Bald eagles are impressive and greatly admired.
   D. Bald eagles are quite different from other eagles.

Synthesis Question 7

7. **In the third paragraph, why does the author mention 13 arrows?**

   A. to show how they have been respected in the United States
   B. to represent how bald eagles hunt for their prey
   C. to show how hunters used arrows to hunt bald eagles
   D. to explain how the birds became endangered in the United States

Sequencing Question 8

8. **At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?**

   Habitat destruction and illegal hunting were factors that led to a decline in their population.

   The bald eagle is also the national bird for the United States of America. **(A)** It appears on official government seals for the United States holding 13 arrows, which represent the thirteen original states, and an olive branch in its talons, representing peace. **(B)** Until recently, the bald eagle was registered as an endangered species. **(C)** Fortunately, the bald eagle populations have managed to recover and this type of eagle is currently a beloved bird species to many people across North America. **(D)** There are some bald eagles that are held in captivity across the United States, but these birds are either injured or unable to be released into the wild.

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Practice - ACADEMIC Part 2: Christmas Trees

When people think of the holiday Christmas, they think of the Christmas tree. But how did the tradition of the Christmas tree begin? Surprisingly, the first Christmas tree did not include lights, decorations, or even have a clear connection to Christianity. It's difficult to pinpoint where it originated because the Christmas tree sprung up in numerous places around the same time. The customs associated with the Christmas tree have undergone many changes over the centuries.

The practice of taking a plant and hanging it for decoration during the winter months most likely began among worshipers of pagan gods. Branches of evergreen firs were used as decorations around the house to remind the occupants that spring was nearing. This custom was eventually picked up by members of the Christian church, who used the evergreen as a symbol of the everlasting love of God. Over time the practice changed, and later resurfaced in Latvia around the early 16th century. There, the trees were called "Paradise Trees," and were used in plays put on in front of the church on Christmas Eve, as a way to tell the stories of the Bible to people who could not read. The Paradise Tree was intended to represent the Garden of Eden. Gradually, the custom evolved and people began to choose trees for more personal reasons. Usually cherry or hawthorn plants were taken inside in the hopes that they would be blooming by the time Christmas came around, while portions were also hung outside for decoration.

Later in the 16th century, religious reformer Martin Luther began adding lights to the tree. According to some historians, one winter night, as Luther was walking home, he was struck by the beauty of the stars shining through the trees. Eager to explain the sight, he fastened candles to a tree in demonstration. The idea quickly caught on, eventually turning into the practice of putting Christmas lights on trees.

Despite quickly gaining popularity in Europe, the practice didn't reach North America until the late 19th century. With the Puritans largely trying to do away with anything that resembled "pagan practices," decorations for Christmas didn't catch on until a large group of German immigrants brought the practice with them from their homeland. Indeed, the "Yule tree" was an ancient and pre-Christian custom in northern Europe. Finally, during the Great Depression, a group of construction workers put out a tiny spruce tree in the Rockefeller center as a way to bring cheer to each other during the holiday. Two years later, they put it up again, but added colored lights to it. As the years went on, the Rockefeller Christmas tree became more extravagant. Today it is an international icon and tourist attraction, a 100-foot tree adorned with more than 2,500 lights.

Interview the Passage

What is the passage about? _____

_____

_____

Who or what is mentioned in the passage? _____

_____

_____

Are there problems or changes mentioned in the passage? _____

_____

_____

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[Tip] **Technique Tip: The first two questions are vocabulary questions, so identify the clues and ask "what?" before "shopping" for the correct answers!**

Vocabulary Question 1

1. As used in the passage, "originated" means:

A. spread
B. grew
C. began
D. organized

Vocabulary Question 2

2. As used in the passage, "adorned" means:

A. simulated
B. darkened
C. dressed
D. admired

Catching-Details Question 3

3. According to the second paragraph, what was the purpose of the Paradise Tree?

A. to be a symbol of everlasting love
B. to be a reminder that spring was approaching
C. to represent the Garden of Eden
D. to teach people how to read

Catching-Details Question 4

4. According to the passage, what was Martin Luther's reaction to seeing stars shining through the trees?

A. He wrote plays to teach people stories from the Bible.
B. He began to hang hawthorn trees for decoration.
C. He designed lights to hang on the Yule Tree.
D. He put candles on a tree in winter.

Synthesis Question 5

5. Why does the author mention the Puritans in the fourth paragraph?

A. to explain why the Christmas Tree was popular in Europe but not in the United States.
B. to show how they made the tree in Rockefeller Center a tourist attraction.
C. to support the idea that they left the United State of America after the 19th Century.
D. to suggest that they brought the first Christmas trees to the United States.

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Sequencing Question 6

6. At which point—marked by four letters (A, B, C, D)—would the following sentence best fit if added to the passage?

> **Because the play was presented in winter, the tree itself would be quite bare, barren of any fruit, and suitable for this role.**

The practice of taking a plant and hanging it for decoration during the winter months most likely began among worshipers of pagan gods. **(A)** Branches of evergreen firs were used as decorations around the house to remind the occupants that spring was nearing. **(B)** This custom was eventually picked up by members of the Christian church, who used the evergreen as a symbol of the everlasting love of God. Over time the practice changed, and later resurfaced in Latvia around the early 16th century. **(C)** There, the trees were called "Paradise Trees," and were used in plays put on in front of the church on Christmas Eve, as a way to tell the stories of the Bible to people who could not read. The Paradise Tree was intended to represent the Garden of Eden. **(D)** Gradually, the custom evolved and people began to choose trees for more personal reasons. Usually cherry or hawthorn plants were taken inside in the hopes that they would be blooming by the time Christmas came around, while portions were also hung outside for decoration.

Main-Idea Question 7

7. The following sentence begins a summary of the main points of the passage:

> **The Christmas Tree actually has many connections to non-religious influences.**

Below are six sentences. Choose the three that best represent **MAIN** points in the passage, and use them to complete the summary. Your choices do not need to be placed in any special order.

Possible answers:

A. The Puritans tried to avoid any customs that looked like pagan practices.

B. Martin Luther was inspired by the beauty of the stars shining through the trees.

C. The Paradise Tree was intended to represent the Garden of Eden.

D. Early members of the Christian Church saw the evergreen tree as a representation of their everlasting love for God.

E. The tree at Rockefeller Center is a major tourist attraction.

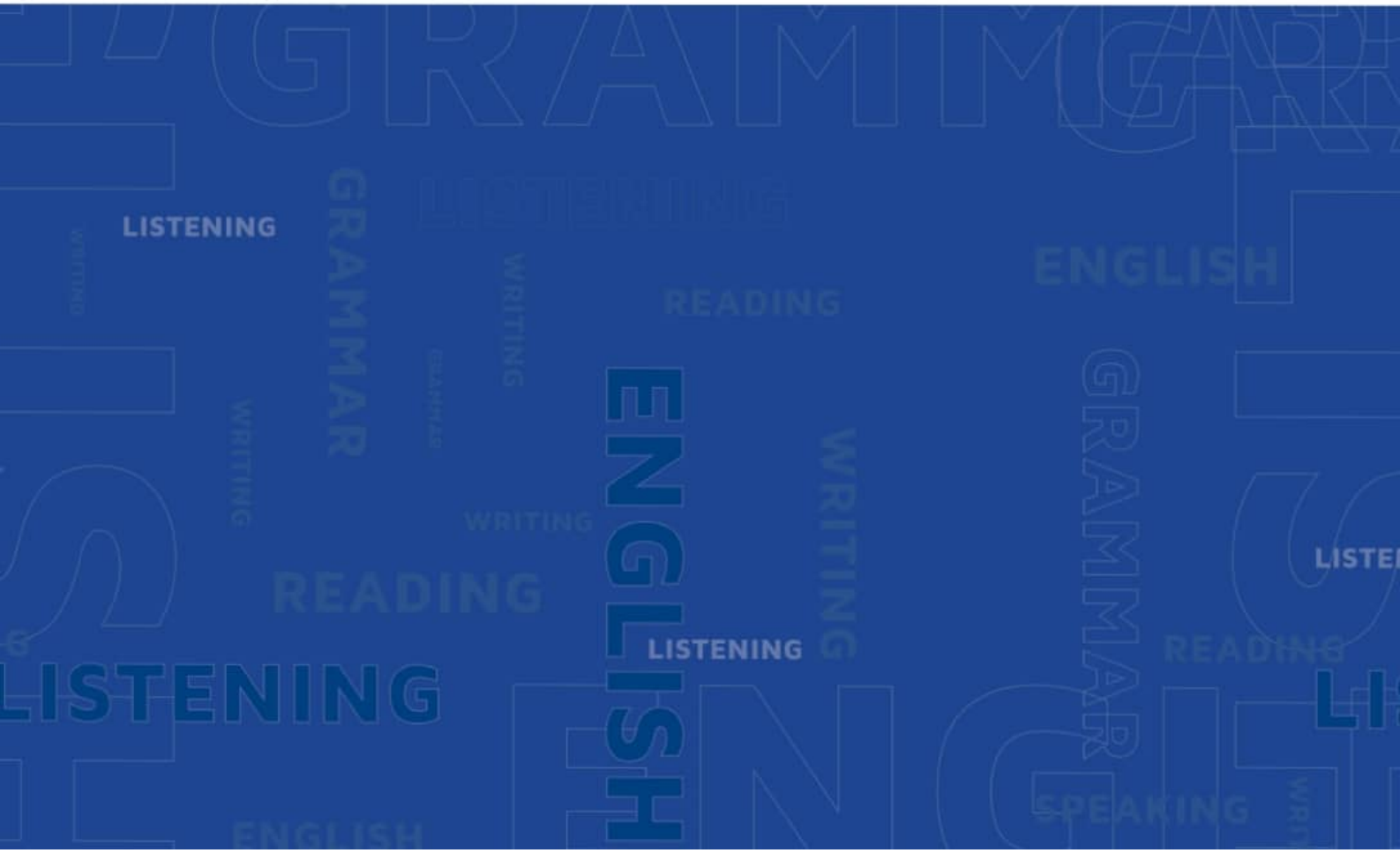
F. The "Yule Tree" was an ancient pre-Christian custom in Northern Europe.

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UNIT 4

WRITING



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Unit 4

Introduction to Writing

Getting to Know iTEP Writing

The iTEP **Writing Section** is a challenging section that requires many of the basic language skills already discussed in previous chapters. This section 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. Improving writing skills takes time and practice, and you will want to continue working with your teachers to get lots of feedback on items that you are writing.

To be successful on the **Writing Section**, the test-taker needs to show various language skills (grammar, vocabulary, spelling, punctuation, and reading) and even non-language skills (quick thinking and keyboard input). In this section, some ways to better prepare for the **Writing Section** are discussed.

STRUCTURE

Writing Section
25 Minutes

Part 1 –CEFR A1 – B1

- 5 minutes
- 50–100 word note or letter

Part 2 – CEFR B1–C1

- 20 minutes
- 175–250 word essay

Structure of the Writing Section

First of all, take a look at the parts of the **Writing Section**.

For **Writing Part 1**, you will be asked to write a short note or letter (50-100 words) to respond to a simple situation or topic.

- Your need to type your answer on the keyboard.
- You have five 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.***

In **Writing Part 2**, you will be required to write an essay of 175-250 words expressing an opinion on the given topic.

To score well, you must give reasons and examples to support your opinion.

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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. ***You cannot go "Back."***

iTEP Writing Part 1

What is Writing Part 1?

Part 1 is a 50-75 word response to a general everyday topic that is a simple question to answer, depending on your proficiency level, of course. **Writing 1** will ask you to describe something (a person, a place, or a thing), based on topics such as the below.

- tell about someone you know
- describe something you like
- explain how to do something

These topics are usually described in a letter or a note.

What Kinds of Questions Will You Encounter in the iTEP Writing Part 1 Section?

The questions in **Part 1** usually do not require you to make a decision or form an opinion, which is an important part of **Part 2**. However, you do need to consider, plan, and quickly edit your answer so that you can best show your ability to write with good grammar, strong vocabulary and clear expression.

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Examples, Prompts, Responses and Explanations

When you begin the **Writing Section** and start **Writing Part 1**, you must be sure to ***read the entire prompt*** and ***provide the requested information***. The prompt may be something like

"Write about a good friend and what you have learned from him or her."

For this prompt, it's not enough to address only the first part of the question:

> **My best friend is John. He is tall and very handsome with long blonde hair. I like being with him because girls like him, so I meet a lot of nice girls.**

You should also specifically ***address the second part***: "what you have learned from him or her." Thus, your answer would be better if it were written like this:

> **My best friend is John. He is tall and very handsome with long blonde hair. I like being with him because girls like him, so I meet a lot of nice girls. He always asks them questions about their lives, instead of talking about himself. So, he has taught me how to make friends and to show people that I care about them.**

You can see from reading the second answer that the question about what the writer learned from his best friend is clearly answered. This longer answer is better because it fully answers the prompt. It not only describes the best friend, but it also gives details and explanations about what has been learned from him. The writer clearly connects the two answer parts with the phrase, "So, he has taught me how to...." In addition,the author was asked what he or she had learned, and in consequence,the writer used the verb "taught."

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Writing Part 1

Overall, in addition to following the **keys for success**, practicing for **Writing Part 1** is something you can do any time or place. For example, a common type of question for the **Writing Part 1** asks you to identify something you like (or don't like) and also tell why. You can do this with anything.

- What is your favorite subject at school? Why?
- What is your favorite activity when you have free time? Why?
- Who is your favorite person? Why?
- Now try the opposite—what is your least favorite, and why?

Exercise for Practice Writing 1—Coming Up With Ideas

What is your favorite activity when you have free time? Why? Give two or three reasons why.

Reason 1 _____

_____

_____

Reason 2 _____

_____

_____

Reason 3 _____

_____

_____

What is your least favorite subject at school? Why?

Reason 1 _____

_____

_____

Reason 2 _____

_____

_____

Reason 3 _____

_____

_____

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Now, write a response. What is your favorite (fill in the blank as you wish)? Give two or three reasons why.

Next, write an answer of 50-75 words. Time yourself for five minutes as you write an answer to this question. Use a computer and type your answer.

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Writing Part 2

Part 2 is comprised of a 20-minute written response to a prompt that should range from 200 to 250 words. The prompt usually asks either for your opinion or for you to provide an argument supporting a particular perspective on a topic. **Part 2** requires you to think more about the writing prompt. Many of the questions will state a fact or opinion and ask you for YOUR opinion on that issue.

Common types of questions for **Part 2** include the following:

- Discuss whether you agree or disagree with a statement made in the prompt.
- Choose one from among two or three possible answers provided in the prompt, and defend your answer.
- State your belief on a controversial topic and explain why you believe that way.
- Compare two points of view, giving your feelings on the subject and explaining why.
- Discuss both advantages and disadvantages of a certain action or method of doing something.
- Explain what you would do if you had a specific problem or issue to deal with.

[Tip] **Think about the issue presented and take a few minutes to plan before writing. Top scores will be earned by those who produce an essay that has a clear thesis and gives strong support to back that thesis. You must also show good grammar and vocabulary.**

Practice thinking and developing your opinion

When you think about a controversial topic or a topic of interest, concentrate on these questions:

- What is your opinion about that topic?
- Why do you feel the way you do?
- What makes you feel the way you do?
- What facts, details, experiences, knowledge, feelings, and beliefs do you have about the topic?

This is how you begin to understand and develop your own opinions. When you take the iTEP test, you will have to express your opinion in a short time and write a clear, coherent short essay in 20 minutes. If you have spent time practicing your thinking skills and developing your opinions on a variety of topics, you will have ideas at your disposal when you face the test. More importantly, you will have learned how to think about topics and express clear opinions supported by examples and details. This is central to success on the iTEP test, and to proficient writing overall.

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Example Notes and Brainstorming Ideas

| Topic: Women should work outside the home.

Notes Example 1

Why?

More interesting

Better for society

Need money

Need fulfillment in life + self-actualization

Makes a woman a better mother

Or you could write some notes like this:

Notes Example 2

I. Women should stay at home

A. need to take care of children

a. children need mother

b. birth

c. raise + teach

B. not as strong as men

a. taking care/children

b. weaker NOT = hard jobs

c. emotionally sensitive

can't do stress

II. everyone serves their purpose/society

The goal is that with practice at note-taking, you can soon easily express your thoughts in a short, organized manner. With practice, you can learn to write a clear, coherent short essay that presents an opinion or provides an argument that is supported by details and examples.

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Exercise 2

1. What is a controversial topic? Write it here: _____

One possible topic, for example, could be the following one:

> **Many people think that women should work at home and not have professional jobs, while others feel that women should work in all areas of society. What do you think? Give reasons and examples to support your opinion.**

2. What is your opinion about the topic? _____

_____

_____

_____

_____

_____

_____

_____

_____

It is helpful to take notes and write down some general ideas about the topic. Furthermore, you need to brainstorm some details or examples that you can use to support your opinion. These notes can be formal or very informal or somewhere in between. They can be diagrams or pictures or formal outlines with numbers and categories. However, the important point is that they help you to think and plan an organized piece of writing. They should also be brief. Don't write whole sentences; sometimes, don't even write whole words.

[Tip] Develop a note-taking system.

Plan out short versions of words that you use a lot. Instead of writing out entire words or phrases, use "+" instead of "and" and "eg" instead of "for example." You can also use other symbols such as = , < , and >.

You can also create short words for things you say all the time; for example "technology" could become "tech."

You can also create quick short-cuts for words in the prompt so that you can quickly brainstorm and think of ideas and details to express in your answer.

In the above prompt, you could use "w" for "women." It is helpful to practice outlining and writing down quick notes about your opinion to prepare for the iTEP **Writing Part 2**.

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Exercise 3

Now you try it. Pick another prompt, take some time to think about the topic, and take some notes. Then think about what you would write and write it. Writing gets better simply with practice, so try it out.

After you have written your response, you can reflect on it right away. You can also revise it later, if you wish, after you have explored the rest of **Unit 4 Writing**.

Now, you have been introduced to the two parts of the iTEP **Writing Section**, and as you practice, you will continue to develop successful strategies for writing well. Below are four keys to improving your score on the iTEP **Writing Section**.

Keys For Success in the Writing Section

KEY #1: Practice Typing!

1. You may not have thought of this, but the iTEP **Writing** sections require you to type your answers. Consequently, if possible, check the test center where you will take the test to see if the keyboard layout is one familiar to you. If it is not, take time to learn the layout of the keyboard and practice typing on it or one that is similar to it.
   - Be sure to know where the most common punctuation symbols are located.
   - If you are not accustomed to typing on a keyboard, practice doing that to improve your typing speed.
   - Learn where the **mechanics** keys are on the keyboard (such as the space bar, period (.), comma (,) and other frequently used keys).
2. Avoid common typing mistakes, such as WRITING IN ALL CAPITAL LETTERS or failing to use capitalization at all. Practice and read over your writing to see how the mechanics are working when you are concentrating on writing, not typing.
3. Practice typing your ideas in English whenever you can. Try to type as fast as you can think!
4. Practice typing every day. When you practice writing and practice the exercises in this unit, practice typing at the same time.

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KEY #2: Practice Thinking!

1. A major part of successful writing is generating ideas, including reasons or examples to back up what you want to say. Some students have trouble expressing their opinions or expressing why they think a certain way, so it's good for them to practice stating ideas and giving reasons or examples to back up their ideas.
2. You have already practiced writing down some notes in response to a controversial topic. This is an excellent exercise. In addition, think about how you feel about things. What kinds of opinions do you have?
   - For example, are you a person who likes things that are traditional, or do you like change?
   - Do you believe that society exists to help people or that people exist to help society?
   - Do you think that art is important?
   - What is your opinion of education?
   - What is your view on government?
   - Do you believe that money is the root of all evil or a helpful part of society?
   - Do you see more positive or negative effects from new technology?
3. Take time every day to think about new topics and explore your beliefs and reasons for certain opinions. Think of concrete examples to support why you think that way.
4. Practice taking a strong position on a topic and supporting your opinion. Try this even if you don't have a strong opinion, or try it with the opposite opinion to your own. Can you think your way into supporting an opinion with examples, even if you really don't care that much about it? That is a good exercise for writing a quick, coherent, effective response to **Writing Part 2**.

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KEY #3: Practice Developing Writing Responses of the Correct Size, Timing, and Style

1. Just as it is essential to practice typing on a keyboard in English and stretching your ability to form an opinion, it is also very important to work within the time frame of the test. Practice writing with a timer and practice planning, writing, and taking a minute to look over your writing for errors. Practice writing an essay within the time frames given for each section (five minutes for **Part 1**, 20 minutes for **Part 2**). Learn how it feels to write for 20 minutes. Practice thinking for a few minutes, then writing, then looking over your writing. Learn to time this within 20 minutes. As you get used to the timing and become comfortable with typing and communicating your ideas in that amount of time, you will increase your writing ability and iTEP score.
2. Counting Words: On the actual exam, there is a "word counter" that will help you track the length of your essay. Use your home computer's word-counting feature to determine how many words you are composing when you write practice essays.
3. Length: Practice writing a complete answer in 250 words. Answers to **Writing Part 2** should have somewhere between 200-250 words. If your essay is too short, even if grammatically correct and with good content, the score will probably be lowered.
4. Writing skills: Work on and practice, practice, practice general skills of English writing found in this unit, particularly thesis sentence development, transition phrases, coherence, cohesion, providing details, and sentence structure. Additionally, you should practice writing using the English skills found elsewhere in this *Practice Guide*, including: formal vs. informal word choice, grammar features, such as verb forms, verb tense, noun phrases, repetition of key words, avoiding monotony, and other tips and skills.

KEY #4: Practice Expressing Your Opinion

Practice writing, but also ***practice thinking without writing to develop your ability to express your opinions!***

Spend time each day thinking of answers to opinon-based questions. Think of controversial subjects in your country or the world and consider what your answer would be, if you were asked your opinion on those matters. When you read the news or go online or talk to people, think about what your opinion is and what you might say if asked your opinion.

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Chapter 1

Scoring the Writing Section

Scoring Writing 1 and Writing 2

How Is the Writing Section Scored?

You are scored on both **Writing 1** and **Writing 2** holistically and simultaneously. The trained iTEP grader will review both **Writing 1** and **Writing 2**. After a careful reading of your two essays, the grader assigns a score between 0 and 6. (The grader may choose a score in .5 increments—from 0 to 0.5 to 1, up through 5, 5.5 or 6).

Scoring is "holistic," meaning the grader reviews all aspects of an essay and then assigns a score that best represents that ability of the writer. The grader looks at several factors, and it's important for test-takers to know that the writing should show more than just correct grammar and correct word usage. The writer should show skill in accurate self-expression in English and show an understanding of common writing techniques that help a reader follow both the organization and the ideas expressed in the essay.

Grading Factors

Grading Rubric (Scoring System)

Advanced 6

- Strong grammar and a range of constructions (different tenses or types of sentences)
- Correct use of all or almost all vocabulary used, with variety in word choices and forms
- Good use of markers and transition phrases to help guide the reader and point out the writing's organization
- Logical expression of the ideas expressed

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Low-Advanced 5

- Mostly correct grammar and vocabulary with only small errors that don't affect meaning
- Uses a variety of constructions and expressions
- Words and phrases used and spelled correctly except for a few minor errors
- Message that is clear and easy to understand, aided by markers and transition phrases

High-Intermediate 4

- Grammar and vocabulary strong enough to convey the intended message although mistakes and incorrect word forms may be more common
- Words spelled correctly or with minor spelling differences
- Simpler simple sentences used
- Markers and transition phrases may be in simple form or even absent, but the general meaning of the essay still fairly easy for the reader to get

Intermediate 3

- Much less ability to string together sentences free of grammar or word-form mistakes, although basic English structure is used
- Less variety in vocabulary and phrasing possibly with several misspelled words, but still able to express intended thought
- May lack markers or transitional phrases to help the reader follow the organization; may have some gaps or jumps in logical expression
- Has a clear answer and support for that answer, but with less depth

Low-Intermediate 2

- Many errors in even basic simple sentences and word forms or spelling
- Ideas are not clearly expressed and difficult to understand
- Reader has to work to have much understanding of the writer's points
- Usually these are too short (less than 200 words for **Writing Part 2**, for example)

Elementary 1

- Very little correct in grammar or word usage
- Usually very short
- Mostly makes no sense to the reader

Beginning

- No response or just a few words
- Unintelligible

Note that this score is also given at times when the writer has obviously written down something that is memorized and off-topic.

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Examples of Writing at Different Levels

Below are some examples of test-takers' responses. For each of these examples, look at the scoring rubric and decide which score you would give and why. What do you notice about the different writing examples? What makes one better than the other? First look through these examples and then see what the Master Grader has said about each one—the score and the reason for that score.

For each of the writing examples that follow, write answers to the questions and reflect on what you wrote. If possible, discuss the test-taker's answers with a partner, friend, or instructor.

Example 1

Topic 1: Your friend from Australia sent you a gift for your birthday. Write a note thanking him or her for the gift and explaining why you like it so much.

Answer:

hello

how are you.

i'm fine.

you for your gift.

(Words: 10/100)

Topic 2: Some schools require students to wear uniforms. Other schools permit students to choose which clothes they wear. Which policy do you think is better, and why?

Answer:

i am goes to ladies high school.

i wear uniform.

uniform is show all student is common.

uniform is hide economy situation and social position of all student.

so same situation go to school.

therefore i agree schools require students to wear uniform.

(Words: 43/250)

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What are the strengths of this answer? _____

What are the weaknesses of this answer? _____

What would you improve? _____

What score would you give? _____

Now, look at the score and comments from the Master Grader.

Master Grader Rubric Score: Level 1

Master Grader Comments:

This writer has very basic writing ability with no use of capitalization or punctuation beyond periods. Vocabulary is limited to what is in the question, and there are no details beyond answering the most basic aspect of the questions. I would guess the first question is just memorized from how the writer was taught to begin a letter. The second question only has slightly more elaboration perhaps due to the increased amount of time for answering the question. There is no subject/verb agreement, although the writer actually does answer the question in a very basic way.

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Example 2

Topic 1: Your teacher has organized an email-friend project. You will write a weekly email to a student living in Australia. Write to your email-friend describing one of your best friends or one member of your family.

Dear My friends live is Colombian, he is tall, he is thing, white face, he has got black, curly hair, he has got big eyes, thin lips, he is very friendly an handsome. another my Mother is very good, she like play basquetball and play very fine, she is intelligent and love

(Words: 52/100)

Topic 2: Nowadays, some people are choosing to teach their children in the home, instead of sending them to traditional schools with other children. This type of education is called homeschooling. Do you think homeschooling is a good choice for a child's education. Why or why not?

Good evening,

I think that is good sending at school because they can talk, play, to given you opinion with other boys, the education not only is learn mathematics, spanish, music, english, too is sociable with other person, learn to listen a teacher, to yours friends, listen other opinions, but is dificult because the parents think different, because there more danger, much violence, maybe they believe that they will good in the home, everyone think different , all the day in new paper read notice sad and children are victims of atacks, in conclutions my opinion is that should learn to be friendly, to responsable, good,

(Words: 105/250)

What are the strengths of this answer? _____

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What are the weaknesses of this answer?_____

What would you improve? _____

What score would you give?_____

Now, let's see what the iTEP Master Grader scored and why.

RUBRIC SCORE OF: 2

This writer begins in the first question with some disorganization and little sophistication in the writing. There is weak control of the language, which continues in question number two. Lack of proper capitalization with many spelling mistakes, along with one long run-on sentence separated only by commas, makes it hard to read. Proper use of periods is essential to earn above a 2. It is difficult to read question number 2 because there are no periods! There is use of basic grammar structures, but most are grammatically incorrect.

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Example 3

Topic 1: Your family has planned a one-week trip during the school term. Write to the teacher to inform the school of your absence and to find out how to keep up with your studies while you are away.

Hi, teacher. I will have a trip with my family. This travel need one week. I will go and I promise you I will bring my homework. I will study when I enjoy my trip in the free time.

(Words: 39/100)

Topic 2: Recently, your friend was given a large amount of money. She is considering using the money either to start her own small business or to invest in some established businesses. What do you advise your friend to do with the money? Should she start her own company or put the money into businesses that are already operating?

Hi, my dear friend. First I cheer for you. Now you have enough money to do something that you want. You told me you wanted to be a businesswomen accroding this money. It is a perfect idea. I know you had some problems with your idea. To start a small buiness yourself or to invest in some established buinesses. It is really difficult for you I know. So I have some advises for you. First of all. I think you should to do some small business activities like join another business company and study with your leader. Because it is your first join in bussiness place. You does not have any patner before. Anyone has choice to hurt you if they see you are on person. Second, you can start your own company when you think you are finish your study about business knowledge. To be a small company is a good choice for you. Third, do not use you any money in one business activity. You need keep enough money to help yourself.

(Words: 174/250)

What are the strengths of this answer? _____

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What are the weaknesses of this answer?_____

What would you improve? _____

What score would you give?_____

Now, look at the score and comments from the Master Grader.

RUBRIC SCORE OF: 3

The first question is rather short; however, in a basic way, it answers the question asked. Question 2's answer was more in depth, using a few transition words (first, second), but not always followed by complete sentences. There are some subject/verb agreement difficulties as well as some spelling mistakes. It has some success with a little more complex sentence structures and is relatively organized, but somewhat choppy. Both answers should have been a little longer with a little more depth. Language control is definitely emerging with some fluency.

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Example 4

Topic 1: You are going to attend a university in the US and will live on campus in the dorm with another roommate. Write a letter to this university describing a type of roommate you would like to have.

I am really glad that i have been accepted to this great university . hopfully this is the place were i would achive my dreams . so in order to do that i would really appreciate that if you could find mae a roomemate that is respectful and caring for other . so that we both achive our goals

(Words: 56/100)

Topic 2: Some people believe that rich countries should help poor countries. Other people believe that each country is responsible for its own success. What are your thoughts on this topic?

In todays world there are many countries and nations . so in order for every one to live in peace and harmoney we must help each other. every country has responseplties and prioraties. off course every country has to take care off its own people.however, in order for us as humans to live in a peacefull world we must conterbiute to help other countries that has probloms. there are many ways to help other countries like sending supply and voulontiring

Food shorteage is a big issue in smoe poor countries. many people suffer from poverty and unfourtunatley many die because of lack of food. so sending supply and food for these people will help them in many ways. many of us are fourtunate to have food and water in our reach . and the activities that might look to us as mundane are much hard and difficult in those poor cities . many people have to walk long distances just get water to drink .

voulontiring is also a way to help those who are in need . many people suffer from deseases that are easy to treat but the lack of medical supply and staff prevent them from healing so many pass away becuase of simple diseases that are easliy to treat . so a lot of doctors travel to these countrries to help people and

(Words: 222/250)

What are the strengths of this answer? _____

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What are the weaknesses of this answer?_____

What would you improve? _____

What score would you give?_____

Now, look at the score and comments from the Master Grader.

RUBRIC SCORE OF: 4

Despite fluency with language, there are many mechanical errors, but with sophisticated vocabulary (e.g. mundane, easy to treat). The mechanical errors are of all types (capital letters, commas, apostrophes, spelling, placement of periods, etc.), and there are one or two in every sentence. The writer uses some excellent phrasing and is on-topic throughout, but the writer also uses a mixture of tenses frequently although mostly accurately. Grammar and topic development are logical, and there are good examples given in the second writing.

This is adequate writing, although the sentences should be more often combined to make them longer. It develops well. Also, there are no errors that obscure the meaning of the sentences, but the writer could be a little more precise.

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Example 5

Topic 1: Over the weekend, you had to help a friend who was very ill. Thus, you could not complete a homework assignment on time. Write to the teacher explaining why you were not able to do it and ask whether you can still submit it late.

Dear teacher,

I'm writting this to apology because I could not complete my assignment on time. My best friend was very ill and in bed and I had to help her because she lives alone here in the city and her parents live far from here. I would like to know if I can still submit the assignment, since it is my biggest interest to demonstrate you that I want to learn and present the homework despite of the situation.

Thanks for your help and comprehension. I look forward to hearing for your

(Words: 93/100)

Topic 2: Nowadays, some people are choosing to teach their children in the home, instead of sending them to traditional schools with other children. This type of education is called homeschooling. Do you think homeschooling is a good choice for a child's education. Why or why not?

Nowadays homeschooling is becoming very common in many places. Some parents think that teaching children at home is better than allowing them go to a school. However they forget the importance of social interactions, bonds and relationships build at the school.

In many cities around the world many parents are opting to teach their children at home. In this type of education parents stay with their kids at home and help them with subjects such as history, science, mathematics and language. This system can be good at certain points because education is given at a personalized level and parents know the specific needs and type of learning of their children. However the social part is been left behind.

Schools allow children to build social relationships and bonds. Firstly, it is important to share with many people because it helps on building values and life skills that will help children interact in the future and be prepared for the real life situations that will be in a real context or at a labor field. Secondly there are currently many tools which facilitate learning that are not available at any home.Schools are created, prepared and organized for this purpose, so they are the appropiate place for teaching.

To conclude it is necessary to think about the benefits of being at a school because the most important thing is to do the best for children in order to prepare them to face a real future along with many people.

(Words: 247/250)

What are the strengths of this answer? _____

_____

_____

_____

_____

_____

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What are the weaknesses of this answer?_____

_____

_____

_____

_____

What would you improve? _____

_____

_____

_____

_____

_____

What score would you give?_____

Now, look at the score and comments from the Master Grader.

RUBRIC SCORE OF: 5

Both answers show strong fluency, a high degree of sophisticated language, and both cultural and stylistic appropriateness with advanced vocabulary. There are a few errors in usage and grammar, but overall it is quite well done even with some awkward parts. There are just a few clumsy phrases, and it could use a few more commas. But it is also well organized and well thought out, and the writer takes the time to explain his or her viewpoint. Spelling is near perfect, and overall, this is a well-done piece tackling a topic with complex social references. Appropriate use of cohesive devices and transition words are demonstrated as well.

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Example 6

Topic 1: You are going to take a trip and want to invite your best friend to go with you. Write to your friend both explaining your plans for the trip and inviting him or her to go along.

Dear Millard,

I am going to Florianópolis for Xmas and wanted to know if you would like to come along with me. I would love for you to meet my family. I think they would enjoy getting to know you as well. The city is beautiful. The beaches are great, and I as you love surfing, I know that you will enjoy doing this there. Ah...there are sand dunes you can surf too! Yeah, isn't that unusual? Well, let me know as soon as possible so I can let my mom know,

Debora

(Words: 95/100)

Topic 2: The past 150 years or so have seen an unprecedented number of technological innovations. Which one technological advance from this period do you think has had the most far-reaching effect on humanity, and why?

Internet: the biggest impact on the human race

Of all technological innovations in the last 150 years, the internet has been the one that has had the largest impact in my view. First, it has really transformed the world into a Global village where we can instantly communcate with anyone, anywhere in the world in seconds, in writing or in speaking with the help of Skype. This not only increases the speed of communication,but lowers the cost. Secondly, it has made access to knowledge more democratic. We do not need to buy books in order to acquire information. Using tools like Google provide us with information on anything we want. Third, it has become an efficient way to commercialize products, and do our banking without leaving home. What could be better for the working man and woman?

However, despite these two great aspects, it has also had negative impacts. It has brought pornography closer to us, and also broaden the gap between those who are digitally literate from those who are not. Last, but not least, unfortunately the evil side of mankind has also found a way to interfere, corrupt, hack and insert viruses into the internet. So like all technology, good also comes along with evil.

(Words: 207/250)

What are the strengths of this answer? _____

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What are the weaknesses of this answer?_____

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What would you improve? _____

_____

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What score would you give?_____

Now, look at the score and comments from the Master Grader.

RUBRIC SCORE OF: 6

This writer has captured the essence of fluency in English. She is completely at ease writing in English. It is interesting, grammatically correct and has only one or two misspellings. It reads as a native writer would write and has a high degree of sophistication in vocabulary and word usage. It is a pleasure to read these passages complete with cohesive devices and transition words. There is great variety in the sentence structures, which leads to it being interesting. Well done! (Perhaps not all native speakers can write this well!)

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Examples

Look at pairs of writing below on particular topics, written by test-takers with different writing abilities. Then compare the two samples and score them based on which is stronger and which is weaker. Note that the essays all use good grammar, so for this exercise you are judging only the content and organization.

Topic A: Write a letter to your friend describing your favorite foods from the city you live in.

Example 1: Writing Sample A

Dear John:

Hi, how are you? I hope you are doing well. I've been good here. But I'm eating many good foods. I never knew Mexican food in Japan. Now in USA, it's common. I like it because it is spicy. It uses lots of cheese and lots of tomato sauce. It is kind of like a pizza but with more spice. Well, I have to go to school so I will stop writing now. I hope that you will write to me again soon and tell me about the food there.

Your friend, Yumi

(95 words)

Example 2: Writing Sample B

Dear John:

Hi, I hope you are well in your new city. Here in my city, I'm eating many new foods. I never knew Mexican food when I lived in Japan. But now in the USA ,it's a very common food to eat. It's popular and the cost is very reasonable always. I like it also because it's spicy. With lots of cheese and tomato sauce, it is kind of like pizza but with more spice. Well, I plan to explore the new foods here a lot, and I suggest you do the same there.

(93 words)

Which Is Stronger? Can You Explain Why?

Sample "B" is the stronger essay! First, note that the writer of Sample "A" opts to use several phrases like "I hope you are doing well" and "I've been good here," which don't in fact contribute to answering the question. Meanwhile, the writer of Sample "B" chooses to use the same amount of time to directly introduce his topic: "Here in my city, I'm eating many new foods." The writer in "A" has wasted precious writing time in extra non-related sentences and phrases such as "Your friend, Yumi."

Another point to note is that the writer in "B" goes into more detail about the food in general and uses more compound sentences such as: "With lots of cheese and tomato sauce, it is kind of like pizza but with more spice." However, neither example directly answers the question. Both writing examples could improve by naming a specific Mexican dish that is their favorite and describing that specific food. Details are your friends when answering these types of questions!

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Chapter 2

Strategies for Practice and Success

Writing Part 1: Strategies for Practice and Success

As mentioned earlier, the two writing parts are graded holistically. This means that the reader considers all factors of good writing, from both parts, to arrive at one final score.

Grammar, vocabulary and other language-skill components are of course important. But, it's also important that the writer combine thoughts and sentences into a complete, logical answer to the questions.

Both parts are important, but clearly the second essay carries more weight, since the writer has much more time to express opinions and show an ability to write clearly.

For this lesson, forget about grammar and other language-skill issues that affect the final score. Focus only on the skills used to combine sentences into a full essay.

First, start with **Part 1** of the **Writing Section**. In the iTEP exam, you have five minutes to write something brief in answer to the prompt.

Often the prompt asks you to describe something or to pick your favorite item from some list. Sometimes the prompt asks you to write a letter about some issue. Some examples follow:

- Describe your best friend and what his or her best feature is.
- Describe your favorite (holiday, or school subject, or type of food, etc.) and tell why.
- Write a letter to a school explaining why you want to go there.
- Write a letter to a company you deal with explaining your company's product.

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| Topic B: What is your favorite day of the week, and why?

Example 3: Writing Sample A

I'm a student so for me the weekends are my best days, and especially Saturday. On Sunday, I'm already thinking about the week ahead so it's less enjoyable. But on Saturdays I am in control. I can even decide if I want to study then or wait until Sunday night to study. But usually I need to relax, to do something to refresh my mind. So Saturday is my day of choice for taking care of myself.

(Words: 77/250)

Example 4: Writing Sample B

I'm a student in Jones University studying for my degree in economics. I will tell you why Saturday is my favorite day. On Sunday, I'm already thinking about the week ahead. It's less enjoyable. I worry about what I have to prepare for Monday. But on Saturday I am in control. I can even decide if I want to study. If I don't study Saturday, I study Sunday. Usually I need to relax. I need to do something to refresh my mind. Saturday is my day of choice for taking care of myself. It's the best day of the week.

(Words: 101/250)

Which Is Stronger? Can You Explain Why?

Readers would usually choose "A" as the best work. Note that it's shorter than "B," which is exactly 100 words. Some students put too much emphasis on the word count, thinking that a longer essay will score higher. This is not always the case; a short but well-written essay will score higher than a longer one lacking variety and complexity.

"A" and "B" have very similar information, but the writer of "A" has shown more variety in sentence structure, often combining simple sentences into compound and complex sentences. For example, if you compare similar sentences in both prompts, you will notice how the word "so" was used to combine sentences in sample "A."

Sample "A": "On Sunday, I'm already thinking about the week **ahead so it's** less enjoyable."

Sample "B": "On Sunday, I'm already thinking about the week **ahead. It's** less enjoyable."

Sample "A" also increases the word count with extra information, such as telling the reader where he goes to school and what he studies. Also, the phrase "I will tell you why..." is not necessary; writers should not waste time with phrases such as "In this essay, I'm going to write about...."

Conclusions

In **Writing Part 1**, it's important to write quickly, since you only have five minutes. Good writers both quickly address the question and answer all aspects of the question. Carefully read the question, but quickly decide what you will write about and begin writing. It is important to finish within five minutes and, if possible, edit your work for mistakes in grammar and spelling. Overall, Sample "A" is the stronger answer.

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Writing Part 2: Strategies for Practice and Success

Writing Part 2 asks more complex questions that require the writer to think, decide on a response, and then take a longer time (up to 20 minutes) to respond.

Again, below are two essays. Read the prompt, then both examples. Note that the grammar is fine in both so you can focus more on the content and organization the writer has used.

[Tip] **Notice for these examples, for the purpose of analysis, the essays are shorter than the 175-250 words allowed for the Writing Part 2. Good essays are generally somewhere between 175-250 words. However, even a short essay that is coherent and well organized and has clarity and expresses a clear argument can score high.**

Topic A: Name one of the most important issues in the world today and explain why it's important.

Example 1

Energy use is important. We know oil and coal are important sources of energy. Oil and coal are limited in supplies and one day in the future they will be scarce. When they become scarce the costs will go up and this will hurt poor countries and poor people.

If no other energy source is found, the lack of oil and coal might even lead to wars. Rich countries with more power can have war with poorer countries to control their use of oil or coal or even to steal the oil and coal in those poor countries.

Now, other energy sources are beginning to be used. One promising source is solar power. The sun shines all over the world so any country that can develop or buy the right equipment can get solar power.

Example 2

One of the most important issues facing the world today is energy use. Both oil and coal, the two most common energy sources today, are limited and will become scarce in the future. Scarcity will cause prices to go up, hurting poor countries and poor people. If no alternative energy source is obtained, this might even lead to wars, as richer countries could invade oil or coal-rich areas to take their resources.

Now, other energy sources are being developed, with the most promising being solar power. The sun itself provides a free source, but large amounts of money will be required to harness that power. A key issue in the world's future might well be how solar power is produced and distributed around the globe.

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Which is stronger? Can you explain why?_____

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Study the two examples first to defend your choice.

The stronger essay is: _____

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_____

Why? Explain please: _____

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The answer to which example is stronger and an explanation are provided in the appendix..

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Topic B: If you had extra money to spend on one charitable cause, what would it be and how would you support that cause?

Example 3

There are many worthy causes that deserve support, but one that is dear to me is refugee support. Today, there are many wars and disputes that have forced millions of people to leave their homes and become refugees. They have done nothing wrong, other than to have the bad luck to live in a war-torn area.

It bothers me a great deal that some people in richer, more stable countries feel that this is not their problem and are even closing their borders to refugees. If I had the financial resources, I would commit whatever amount possible to assist organizations like the Red Cross to give more assistance to refugees now and in the future.

Example 4

War and disputes have forced millions of people to leave their homes and become refugees. The refugees did not do anything wrong, other than to live in the wrong places. Many people in rich countries don't feel that this is their problem. Some of them even want to close their borders and not accept refugees.

Another issue I care about is clean water. It's amazing and sad that in some areas of the world, people don't even have access to clean water.

I also care about women's rights and I think all women should be respected. Women should be regarded the same way as men, but in some countries they have fewer rights. If I had the money I'd spend some to support women's causes.

Which is stronger? Can you explain why?

Study the two examples first to defend your choice.

The stronger example is: _____

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Why? Explain please: _____

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The answer to which example is stronger and an explanation are provided in the appendix.

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Chapter 3

Developing Thinking Skills

It is important to develop your ability to express your opinions on different topics. It is also necessary to plan out an argument quickly and to come up with details, examples and reasons that support your argument or opinion. This section will help you to develop your answers. In this chapter, there are five essay prompts such as those that would commonly appear on the iTEP exams.

Read the questions and consider your answers. As suggested before, thinking quickly about a topic and devising your own answer, with rationale, is an important skill for the **Writing Section**.

After you have spent a few minutes thinking about each question, read the comments below to add to your understanding of what graders might look for when reading essays.

> **Prompt 1: People enroll in higher education with various goals and objectives in mind. In your opinion, why do most adults continue their education at a university or college?**

Notes:

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What's your opinion?

What are your reasons and examples?

Comments: In this essay, it's easy for writers to focus on themselves, without ***generalizing*** the answer. It's okay to write "I am going to college because I want to be an engineer," but this should probably not be your thesis statement. A thesis statement such as "Many people go to college so that they can obtain the education to help them achieve their career goals and to find work in a certain field" would be fine, and then the writer could use his/her own personal goal of being an engineer as an example.

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Prompt 2: Who do teenagers learn the most from—parents or teachers? Use specific reasons to support your opinion.

Notes:

What's your opinion?

What are your reasons and examples?

Comments: Note that there is ***no correct answer*** on this type of essay (or really, any essay). The writer's opinion is not as important as the writer's ***expression*** of his/her opinion. So, even though you might think that teenagers learn most from teachers, your essay might state the opposite, if you are quicker to come up with reasons to explain the argument in support of teenagers learning most from parents.

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Prompt 3: Do you believe people learn more by doing or reading? Compare and contrast the knowledge learned from books with hands-on experience. Which learning experience is most valuable in your opinion?

Notes:

What's your opinion?

What are your reasons and examples?

Comments: Many writers will answer this question focusing too much on one subject or one type of learning. For example, many writers consider whether it's best to learn a language (usually English, since iTEP is an English test) by studying from books or by living where the language is spoken. While this can still lead to a good essay, it's important that the writer answer the ***general*** question asked rather than being too specific. It would be fine to use, as an ***example***, how one can learn a language from books vs. how one can learn from experience, but the writer needs to refer to the question asked, about learning in general, not just learning one particular subject.

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Prompt 4: A company plans to build a large amusement park (similar to Disneyland) next to your community. Do you support or oppose the theme park? Explain the advantages and disadvantages this will have on the people living in your community.

Notes:

What's your opinion?

What are your reasons and examples?

Comments: Many writers will focus only on one side of the essay that asks for both advantages and disadvantages related to some subject. It may be that the writer thinks of many reasons for one side and few for the other side—that's okay! Even stating something like "There are very few disadvantages to..." is better than not discussing ***both*** sides of any question asking for both sides.

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Prompt 5: Do you agree or disagree with the following statement. Children living in urban environments grow up with more opportunities than children living in rural environments. Use specific examples to prove why either a city or country environment is better for children.

Notes:

What's your opinion?

What are your reasons and examples?

Comments: Be sure to stay focused on children and how they grow up. Factors such as primary school education, health care or pollution are probably more important than factors such as night clubs, universities and job opportunities!

[Tip] **After you have worked on your thesis-statement writing in the next chapter, you will practice writing answers to the prompts above. So, keep your notes for when you come back to these topics to do some practice writing for Part 2 of the iTEP Writing Section. It's a great chance to express your ideas and practice writing them in English.**

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Chapter 4

Features of Effective Writing

Now that you have gotten an overall sense of writing for the iTEP **Writing Section**, it's time to focus on some features of good, clear writing. The components of writing well include expressing a thesis/main idea, paragraphing, providing details, coherence and cohesion. These elements will be discussed in this and the following chapters. Keep in mind that being an active learner helps develop your proficiency. Consequently, you should take notes, think about the information and strategies that are provided, and work to apply them in your writing every day. Furthermore, remember the previously described **keys to success**, which are important to employ often: practice typing (in English), practice thinking, practice writing timed responses, and practice giving opinions.

The topics and examples of the remaining chapters primarily focus on the **Writing 2** task, but topics that relate to the **Writing Part 1** task will also be referenced. Remember the **Writing Section** of the test is scored holistically, so good writing applies to both of the prompts.

This chapter focuses on the **thesis statement**. The thesis statement expresses your main idea in a single sentence. This sentence usually begins your essay, especially for a short essay of 250 words. Developing your ability to formulate a good thesis statement will improve both your writing and your score on the iTEP test.

The Thesis Statement - Expressing Your Main Idea

What exactly, then, is a thesis statement? The thesis statement is a sentence that directly answers the question presented in the topic. It is the most important sentence in the essay, and everything else written in the essay should work to support the thesis. **The thesis states your main idea, so it should guide the content for the rest of the essay.** In brief, it is the most important sentence in **Writing Part 2**.

Most good responses have a clear thesis, or main idea. The rest of the writing should focus on explaining or adding details to that thesis. Especially for iTEP **Writing Part 2**, a strong thesis statement can provide a good start for a high-scoring writing submission. This chapter will focus on writing a thesis statement for a short essay in response to a prompt. Depending on your writing task, your thesis can be of a variety of types. For example, if you are writing a long research paper, your thesis might be a longer and more complex sentence and may not be a response to a writing prompt at all. As you continue to develop as a writer, you will face different writing situations with different requirements. However, in this *Practice Guide*, the focus will be on writing for the purpose of getting a great score on the iTEP test and showing your proficiency in English!

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Now consider the following key question:

What Makes a Good Thesis Statement?

1. A good thesis sentence contains your opinion about the topic, or your answer to any question asked in the topic.
2. A good thesis sentence does not tell the reader all the details of what you intend to do in the essay. It simply states your opinion or focus.
3. A good thesis sentence rephrases or paraphrases the language presented in the topic. In other words, it restates the key issue of the topic asked, so that the reader could understand the essay without even reading the topic.
4. A good thesis sentence is a complete, grammatical sentence.
5. A good thesis statement has a topic and a controlling idea. It presents the topic and your position relative to it. So, it states the topic and provides a summary of the "why" or "how" that is usually a part of an iTEP prompt.

Topic 1: Does the entertainment industry influence people's behavior? Use reasons and specific examples to support your answer.

Strong Thesis

Entertainment influences the way people communicate with family and friends.

The writer's opinion that the entertainment industry influences people is stated clearly, and the writer also provides an answer to the question of how that influence affects people.

Notice that the thesis contains both the topic—the influence of entertainment on people—and the controlling idea—how that entertainment influences the way people communicate with family and friends.

Topic — Controlling Idea

Entertainment influences the way people communicate with family and friends.

The controlling idea frames the reasons and details that the essay will present.

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Weak Thesis

> **Entertainment influences people in lots of ways.**

The writer does state an opinion that entertainment influences people, but the description "lots of ways" provides no information as to how the media influences people. This thesis statement provides no controlling idea.

Weak Thesis

> **In this essay, I will write about many reasons why television and movies influence people.**

There is no opinion given; the statement just announces the writer's intent. There is no controlling idea at all.

Topic 2: In your opinion, how do most people achieve success? Does success usually come from organized planning, unintentional luck, or taking risks? Support your opinion using specific examples and reasons.

Strong Thesis

> **I believe that people must take chances to be successful in life.**

This thesis statement clearly answers the question and creates a clear position, which can then be supported. Here, the topic is "people must take chances" while the controlling idea states that risks are necessary "to be successful in life." Also, the use of "must" emphasizes the intensity of the writer's opinion, which makes the thesis stronger and easier to present.

Strong Thesis

> **To be a success, a person must make careful plans when it comes to work and relationships.**

This clearly answers the question, takes a position, and adds an effort to paraphrase.

Weak Thesis

> **Many successful people take chances.**

It does not answer the question, nor does it offer any sort of argument for or against the premise.

Weak Thesis

> **Careful planning is the reason many people are successful, but some people take risks.**

This simply restates the topic, does not answer the question, and offers no clear opinion to defend.

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Exercise 1: Thesis Statements

Now that you have learned about thesis statements, practice creating some. Read the topic below and then the example thesis statements. Choose whether the thesis statement is strong or weak. Discuss your answers with a partner, the class, or an instructor.

Topic: Do you support or oppose the following statement? Clothes impact people and their behaviors.

Thesis Statements:

1. I believe that the clothes a person wears affects the way they behave. (strong/weak)
2. I believe that people behave differently when they wear different clothes. (strong/weak)
3. People dress differently based on their mood. (strong/weak)
4. People wear different clothes depending on the situation they are in. (strong/weak)
5. People behave the same no matter what kind of clothes they wear. (strong/weak)
6. This essay will look at how clothes impact people and their behavior. (strong/weak)
7. The clothes a person wears tell us a lot about that person. (strong/weak)
8. I do not believe that wearing different clothes affects people's behavior because my friend's personality stays the same no matter what he wears. (strong/weak)
9. I do not believe that wearing different clothes affects people's behavior. (strong/weak)
10. My personality changes when I wear different clothes. (strong/weak)
11. I can't say whether clothes affect people's behavior. (strong/weak)
12. Clothes have a huge impact on the way people behave. (strong/weak)

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Thesis Statement and Writing Practice

Practice Assignment

For this assignment, you will choose two of the prompts from Chapter 4 and write a thesis statement and short essay for each. Be sure to read over the **keys for success** before you start. Also use some of the skills that you have developed already while working on this *Practice Guide*.

1. Choose one of the prompts to write about.
2. Set your timer for 20 minutes.
3. Type using a computer, if possible,
4. Begin by making notes about your opinion of the topic.
5. Formulate a thesis statement that includes the topic and your opinion or argument.
6. Write a short essay (maximum 250 words) on the topic.
7. Concentrate on communicating your ideas and making a clear argument that supports your thesis.
8. Include ample supporting details.
9. Allow two to three minutes to read over your writing for any errors before your 20 minutes are up.
10. Write a self-reflection below and then talk with a partner or teacher about it.

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Chapter 5

Developing Paragraphs

Getting to the Point

Previous chapters have examined both the test format and the scoring system. In addition, examples of test answers, the writing of thesis statements, and the useful **keys for success** have been provided. Now, it's time to take a more detailed look at the writing in the iTEP **Writing Section** with a specific focus on paragraph development. This is an issue of quality vs. quantity.

iTEP graders reward writers who develop paragraphs with clear organization and detail. In general, these paragraphs are seen to be more sophisticated as they require the writer to adhere to the main idea of the paragraph, provide examples, use expressive words, maintain correct grammar, and also provide the reader with supporting details, which aim to prove their main idea.

Examples

Below are examples of three paragraphs responding to the same topic that have varying degrees of development. Notice what the writer has done in each version to develop the paragraph.

Topic: What demands do large populations place on society and the environment? What can be done to improve the current situation?

Set 1, Version 1

Detail level: low

> First, fewer people can help the environment. People use many things from the environment such as water, trees, and air. If there were fewer people in Japan, less water would be taken from rivers. Fewer trees would be taken from the forest. Fewer cars would mean cleaner air. Therefore, the environment would be cleaner.

Explanation: In the above paragraph, the author adds general information with little care for details. The answer is clear, but the author uses basic ways to express the main idea.

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Reflection:

Write responses to the following questions:

1. How did you feel about the ideas and details that you were able to write?

2. How did you feel about your thesis statement?

3. What challenges did you have completing this task?

4. What will you work on next to improve not only your writing of a thesis statement, but also your ability to provide details and examples while writing within a time limit?

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[Tip] **Always remember your thesis! Finding the balance between using details to strengthen your thesis and using non-essential information is key to earning a high score.**

Set 1, Version 2

Detail level: medium

First, large populations make large demands on the environment. People need fresh drinking water. Waste such as sewage and garbage needs to be disposed of. Also, new houses and roads need to be built for growing populations. If the population decreases, much of these places could be cleaned up. Instead of cutting down trees to build more roads, these places could be left untouched for nature to flourish.

Explanation: In this example, the author adds a clarifying statement at the end of the paragraph, "Instead of cutting down trees to build more roads, these places could be left untouched for nature to flourish."

Set 1, Version 3

Detail level: high

First, large populations make large demands on the environment. People need fresh drinking water. This puts pressure on Japanese rivers. Waste such as sewage and garbage needs to be disposed of. This puts pressure on landfills and the ocean where the waste is sent. Also, new houses and roads need to be built for growing populations. This puts pressure on the land and forests. If the population decreases, much of these places could be cleaned up. There would be much more open space for people to enjoy. Instead of cutting down trees to build more roads, these places could be left untouched for nature to flourish. In short, the fewer the people, the fewer the demands on the environment.

Explanation: In this final example, the author adds clarifying statements, supporting evidence, and a greater amount of detail that helps to clarify the point. There is a clear narrative and clear conclusion, which, accompanied by sophisticated sentence structure and powerful word choices, results in a very effective answer. Example details include:

- This puts pressure on Japanese rivers.
- This puts pressure on landfills and the ocean where the waste is sent.
- This puts pressure on the land and forests.

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Example 2

| Topic: How do declining birthrates affect opportunties for women?

Set 2, Version 1

Detail level: low

Second, if a family is small, it will spend more for a daughter's education. Women will have more chances to go to a four-year university. In this way, girls will have more opportunities.

Explanation: In the above paragraph, the author provides a very brief statement, and the author only provides simple, linear sentences that offer few details.

Set 2, Version 2

Detail level: medium

Second, declining birthrates open up many more opportunities for women. In the past, large families did not have much money to spend on their children's education. Therefore, families usually spent more money on their son's education than their daughter's education. Also, as the number of young people falls, universities need to admit more women to keep the same number of students. A declining birthrate will continue to open up opportunities for women.

Explanation: In this example, the author adds more detail, such as "In the past, large families did not have much money to spend on their children's education."

Set 2, Version 3

Detail level: high

Second, declining birthrates open up many more opportunities for women. In the past, large families did not have much money to spend on their children's education. Families usually spent more money on their son's education than their daughter's education. Sons were sent to four-year universities while the daughters were sent to two-year colleges. The thinking at this time was that men had to provide for families and therefore should be given the better education. Due to enrollment numbers, universities needed to admit more women to keep the same number of students. This has allowed many more women to achieve their educational goals. A declining birthrate will continue to open up opportunities for woman.

Explanation: In the final version, even more details are added.

Sons were sent to four-year universities while the daughters were sent to two-year colleges. The thinking at this time was that men had to provide for families and therefore should be given the better education.

This has allowed many more women to achieve their educational goals.

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Exercise

For the three paragraphs below, identify what the writer did to increase the development of the paragraphs and therefore the score on iTEP.

Topic: What demands do large populations place on society and the environment? What can be done to improve the current situation?

Version 1

Detail level: low

> Third, Japan does not grow enough food for itself. If there were fewer people, Japan would not have to import so much food from other countries. Farmers could also use more land to grow food.

Why is the detail level low in Version 1?

Version 2

Detail level: medium

> Third, in the past 100 years Japan has found it more and more difficult to feed itself. Currently, Japan produces only 42% of its own food. If there were fewer people in the country, this percentage could be raised. Not only would there be fewer people to feed, but also more land could be used for farming.

How has the writer increased the detail level in Version 2?

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Version 3

Detail level: high

Third, in the past 100 years Japan has found it more and more difficult to feed itself. It is very dependent on food imports from China, The Philippines, America, and many other countries. Currently, Japan produces only 42% of its own food. If there were fewer people in the country, this percentage could be raised. Not only would there be fewer people to feed, but also more land could be used for farming. Japan might not be able to become completely self-sufficient, but at least it could lower its dependence on foreign food imports and support its own domestic food market.

In Version 3, what did the writer do to improve the development?

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2. _____

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3. _____

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Discuss your answers with a partner, friend or teacher.

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1. Repetition of Key Terms and Synonyms

It is important to keep the topic of your paragraph clear to the person who is reading your essay. In order to do this, your reader needs to be reminded occasionally of what the topic is. You can do this by repeating the keys terms of the paragraph and by using synonyms. It is important that you use both techniques. Using the same term repeatedly will make your writing monotonous. Below is a body paragraph that displays good cohesion. First, read the topic to which the paragraph responds:

> **Topic: People often choose a particular type of work, such as owning a business, working as an employee, or being a consultant. Which type of job is best for you?**

Notice the Key Terms and Synonyms

In most cases, companies offer benefits to their **employees**. These benefits include health insurance, dental insurance, and coverage for eye care. These services are quite expensive if you have to pay for them from your own pocket. For example, my **self-employed** friend did not have health insurance. When he got sick he had to pay so many hospital bills that he almost lost his business. If he had **been an employee**, he would have had health insurance. In addition, companies offer their **employees** retirement benefits. By participating in these retirement programs, **employees** can prepare for their later years over time. People who are not **employees** at a firm have to save for retirement on their own.

Here is the same paragraph without repetition:

In most cases, companies offer benefits to their **employees**. These benefits include health insurance, dental insurance, and coverage for eye care. These services are quite expensive if you have to pay for them from your own pocket. For example, my self-employed friend did not have health insurance. When he got sick he had to pay so many hospital bills that he almost lost his business. If he had **had a position at a company**, he would have had health insurance. In addition, companies offer their **workers** retirement benefits. By participating in these retirement programs, **employees** can prepare for their later years over time. People who are not **working for a firm** have to save for retirement on their own.

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Chapter 6

Cohesion and Coherence

Cohesion is a word that comes from the Latin word *cohærere*, which means "to stick together." This is a helpful image because that is exactly what you must do to create a cohesive paragraph. Each sentence in a paragraph represents a thought. Each thought is carried by a sentence. The thoughts and sentences in your writing should "stick together" to create a unified paragraph. When sentences, ideas, and details fit together clearly, readers can follow along easily, and the writing is coherent, which means the ideas tie together smoothly and clearly. It is possible to write an iTEP essay with perfect grammar and a great thesis, but, if your essay lacks cohesion and coherence, you will not score well on the written part of the test. This chapter will show you some ways to establish cohesion and coherence in your writing.

How Do You Create Cohesion?

There are many techniques for creating cohesion in a paragraph, but the four elements below are particularly helpful.

1. Repetition of key terms and synonyms
2. Pronouns
3. Determiners
4. Transition devices

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2. Pronouns

One way to avoid a monotonous feel to your writing is by making good use of pronouns. Using pronouns is not as easy as it seems. It does not mean that you never repeat the name or identify the person, place or thing to which you are referring. Below is a paragraph that makes good use of pronouns. First, read the topic to which this paragraph responds:

> **Topic: Where is the best place for an international traveler to visit in your country if s/he could only stay for one day? Give recommendations to the visitor and explain why that place was chosen.**

Example 1

First, a foreigner could learn a lot about Japanese culture by visiting Mt Fuji. When I climbed Mt. Fuji, I was surprised at how many older people were climbing the mountain. I talked to one of **them** while I was going up the mountain, a man in his seventies! **He** told me that **he and his wife** had dreamed of getting to the top of Mt Fuji for many years. **He** also told me that **they** both loved nature, and climbing the mountain was a great way of experiencing the outdoors. This man and **his** wife taught me how important nature is to Japanese people. Foreigners could understand the same thing about nature by visiting Mt. Fuji, so I think **it** is a great place for **them** to visit.

Below is the same paragraph with an awkward use of pronouns:

Example 2

First, a foreigner could learn a lot about Japanese culture by visiting Mt Fuji. When I climbed it, I was surprised at how many older people were climbing **it**. I talked to one of **the old people** while I was going up the mountain, a man in his seventies! **The man** told me that **they** had dreamed of getting to the top of **it** for many years. **The old man** also told me that **he and his wife** both loved nature, and climbing **it** was a great way of experiencing **it**. This man and his wife taught me how important nature is to Japanese people. **They** could understand the same thing about nature by visiting **it**, so I think **Mt. Fuji** is a great place for them to visit.

How Do I Know When to Use a Pronoun Or When to Repeat the Key Word?

The most important thing to remember when using pronouns is that there should be no doubt in the reader's mind about the word to which the pronoun refers. As a rule, consider alternating the reference word and the pronoun or use the pronoun until you introduce a new person, place, or thing. Consider the potential uses for pronouns in the first example paragraph. ("I" is not included in this list.) These uses include the following.

the old man	the old man's wife	Mt. Fuji
nature	Japanese people	foreigners

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In the second example, you can see how it is possible for the reader to be confused about the nouns that certain pronouns are referencing, especially those used instead of "Mt. Fuji," "nature," "Japanese people," and "foreigners."

3. Determiners

Making good use of determiners is another way to add cohesion into your writing. Determiners are similar to pronouns in that they refer directly back to a certain person, place, or thing mentioned in the paragraph. Unlike pronouns, however, determiners must be used along with a key term or synonym.

What Are the Determiners?

There are only four determiners. They are words that you probably already know. Ask yourself how often you use them in your own writing. The four determiners are the below:

1. this
2. that
3. these
4. those

Below is a developmental paragraph that makes good use of determiners. First, read the topic to which this paragraph responds.

> **Topic: Most people work both to survive and to pay for their basic needs. There are other people who work for various reasons besides money. Explain other reasons why people choose to work.**

Secondly, some people work because they love what they do. For example, being a teacher is not easy, and it takes a special person to do the job well. In fact, teachers in France are not paid as well as other professionals such as engineers, lawyers, or accountants. **These professionals** sometimes make three to four times as much as teachers do. However, people who teach do so because they love the job. It takes a special personality to be an effective educator. A person must be patient, organized, and compassionate. If a person has **these traits**, he or she will be a successful instructor and will enjoy teaching no matter how much the pay is.

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Here is another example of a developmental paragraph that makes good use of determiners. First, read the topic to which this paragraph responds.

Topic: In your opinion, does technology cause students to learn information faster or does it cause more distractions?

Firstly, in the past, students did not have access to a piece of technology that is very common today: the calculator. **This advanced counting tool** allows students to solve mathematical problems quickly if it is used properly. In fact, many new calculators have commonly used formulas programmed into the device. The calculator lets the user insert the information into **these formulas** and then quickly displays the solution or answer. **This capability** saves students a lot of time, and allows them to spend more time learning mathematical principles and less time doing tedious calculations.

4. Transition devices

Every iTEP expert agrees that using transition words in your **Writing Part 2** essay is necessary if you want to score well. Therefore, any time that you spend getting better at using transition words is time well spent. Here you will find exercises designed to broaden your understanding of the many transition devices that are used in English writing.

Why Are Transitions Important?

Transition words and phrases are important for the same reason that other cohesion techniques are important. They guide the reader through a paragraph, connecting ideas and making the meaning and direction of the writing clear. It is important to remember that if the human reader ever becomes even slightly confused as to the main point of your paragraph, you will lose points on your **Part 2** iTEP essay. Transition devices are the best way to keep the reader focused on your message.

How do writers join ideas? Good essays are easy for readers to understand. This is achieved via many writing avenues. **First and foremost**, the grammar and vocabulary of an essay should be clear and the ideas that the writer wishes to convey should be relevant, organized, and easy to understand. **In addition** to having good grammar and a clear idea, a good essay must have "signals" that help the reader follow the writer's train of thought. These signals are often transition words or/and phrases that join two or more ideas together to support a single point.

Re-read the above paragraph and pay attention to the bold phrases "**First and foremost**," and "**In addition**." These are two simple examples of transition phrases. The sentence ("Good essays are easy...") tells the reader that there are many reasons that show how good essays help readers. Then, two of those reasons are clearly indicated by the use of the transition phrases.

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The following are transition words or phrases for specific purposes.

To provide a "list" or "count" of supporting ideas	To Indicate a change or contrast	To show examples or more specific details	To show cause or effect	To signal a conclusion
First, ... Second, ...	However, ...	For example, ...	... since ...	In conclusion, ...
In addition, ...	In contrast, ...	An example of ...	... because ...	Therefore, ...
The first reason for this is that ...	On the other hand,	...is	As a result, ...	
		... Specifically,	This results in ...	
Another reason is that ...		... For instance, ...		

Exercise

There are many more transition words and countless ways to make transition phrases. While reading, pay attention to the various ways that good writers signal their organization by using transition words and phrases!

Example 1:

I believe that math is a very important subject for students to master. First of all, basic math is needed for success in many other subjects such as physics and chemistry. Also, even in many unrelated fields, research requires the use of statistics, which is based on math skills. In addition, learning math helps to keep the brain sharp and is like exercise for the student learning the math formulas and processes.

Example 2:

I think that cooking at home is better than eating at restaurants, for many reasons. One important difference is that by cooking at home, you can save a lot of money. For example, a steak bought at a grocery store might cost five or six times more money if you buy the exact same meat cooked at a fancy restaurant. In addition to the savings, it's fun to enjoy the creation and experimentation while cooking. Overall, cooking a great meal at home really beats going out to a restaurant.

Example 3:

With the Internet and modern technology, many people think that they can easily work from home, but there are several reasons why it's better to work in a traditional office setting.

While it's true that it's convenient to work from home, it's also more difficult to set and keep a specific work schedule. Furthermore, by not separating clearly "home" from "office," a worker might actually work longer days, since it's so easy to check emails after traditional work hours, or to finish a project due by working late into the night. Another consideration is that the employer might not be comfortable in every case, not knowing whether workers are really putting in a full day's work. In summary, the convenience of having employees stay at home to work actually carries danger for both the workers and their bosses.

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Transition Device Development

It is not enough to know just a few transitions and use them in your writing. One attribute of poor writing style is monotony. Some students think that it is enough to know five or six of the most common transition devices, believing that these will be enough to make themselves understood. While this may be true in regards to communicating meaning, it is not true when it comes to good writing. Therefore, a key word to remember when trying to improve your English writing is variety. Knowing five or six transition devices will work fine for one paragraph, but remember that you need three or so paragraphs for your **Part 2** iTEP essay. A handful of transitions will not do the job. You need to further develop your understanding and use of English transition devices. A broad knowledge of these devices leads to variety. Variety leads to good style. Good style leads to a high score on the **Part 2** essay.

Monotony vs. Variety

Remember that when it comes to variety in your writing, you must take into account the whole essay. Below are two complete **Part 2** iTEP essay responses. The first essay has little variety in transitions, and the second demonstrates variety.

Topic: People have differing views about whether higher education should be available for everyone. In your opinion, should colleges and universities only accept good students?

Making higher education available to as many students as possible is a goal of most societies. A university or college degree opens the door to future prosperity. **However**, it is difficult to decide if higher education is right for everyone. I believe that limiting access to colleges and universities is good for everyone.

First, many believe that opening colleges and universities to all students will increase the competitiveness of a country in the global economy. **Indeed**, a well-educated work force is very valuable, as companies need the best workers to beat their rivals. **However**, the value of a college degree in my country, Germany, is not the same as it was when my parents were students. **For example**, my father received a bachelor's degree in engineering and was able to find a good job. **However**, these days, companies usually require new employees to have a master's degree. Therefore, allowing all students into university could make an undergraduate degree less valuable.

Second, sending all students to college or university would require a lot of money. **Therefore**, the government would probably have to allocate more money for education. Many believe that this new money would make universities more stable and improve the quality of the instruction that they provide. **However**, accepting more students requires lowering academic standards. When higher education is exclusive, it means that only the best students can go. **Therefore**, classes that were once taught in high school such as algebra and basic geometry would have to be taught in college.

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Transitions and Sentence Structure

There are many types of transition devices, and you must make use of as many different types in your writing as you can. When students begin to experiment with transition devices, they often make errors in sentence structure and punctuation. The use of commas is important to the correct meaning of each sentence since grammar, punctuation and meaning are closely connected. Knowing the proper category for each transition device is essential in order to choose the correct sentence structure for that device.

In order to avoid errors in sentence structure, you can think of sentences in English as following different unique formulas. Each category of transition follows a different formula. If you remember the simple formulas, you will not make mistakes in sentence structure. Take a look at the following formulas. Pay close attention to the commas and capitalized letters. Here's what you need to know to understand the formulas.

S—capitalized subject
s—lowercase subject
v—verb
Ex—capitalized sentence connector
ex—lowercase sentence connector
cc—coordinate conjunction
Sc—capitalized subordinate conjunction
sc—lowercase subordinate conjunction

Simple sentences can be divided into two parts: a subject part and a verb part. The sentences below follow a simple formula.

Formula #1: S v. (Subject verb—no comma)

All of the sentences below follow this formula.

I drive.

She drives her car.

My friend takes the bus to work.

The government of Italy has passed programs to encourage women to have children.

Children who grow up in the country do not have access to many educational activities.

Notice that simple sentences are not necessarily short. The main thing is to identify the full subject and the full verb (or predicate) parts of the sentence.

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In conclusion, most countries want to provide as many opportunities to their citizens as possible. **However**, sending all students to college or university is not the best answer because it would have negative consequences. The value of undergraduate degrees would suffer and the quality of higher education would decline. **Therefore**, college and university should only be available to those who qualify to attend.

(however x5, therefore x3)

Now read an essay written by a person with a good command of transition devices. First, read the essay question.

Topic: Many people say not to judge others based on the way they look. Do you agree or disagree with this advice?

In everyday life, it is necessary for us to assess the people with whom we have contact. **Unfortunately**, we do not have time to get to know every person we meet. Outward appearance is one of many criteria we must use to make good judgments about people. I believe that we must sometimes use only the things we can see to make these judgments.

First, my country, Argentina, is very beautiful. **On the other hand**, there are many dangerous places in Argentina, and we must use our eyes and our brains to make good decisions in order to keep ourselves safe. **Indeed**, we learn how to make these judgments from our parents. **For example**, if a neighborhood looks ruined or deserted, we know we should stay away. **Similarly**, if a person we meet on the street looks careless or aggressive, it is better to avoid contact with that person. **Therefore**, the visual clues we get from people can keep us out of dangerous situations.

Secondly, we must use people's outward appearance in our professional lives as well. **For instance**, I once worked for a woman who was a sales manager for a make-up company in Buenos Aires. One of the most important jobs she had was hiring new salespeople. **However**, she did not always have enough time to meet with people for a long time. **Consequently**, she had to rely very much on her appraisal of their outward characteristics to make her decision. **Of course**, it may not seem fair, but in this situation, it was necessary.

To conclude, the way people present themselves in public says a lot about their self-respect and their respect for others. While I know we cannot all look like a Hollywood star, we can at least keep ourselves looking clean and fit. We do not always have the time to learn about someone's personality. In these cases, we must use the way a person looks to form an opinion of him or her.

(326 words)

Below is a list of transition devices used in the example essay. Notice that each transition word is only used once.

Unfortunately	First	On the other hand	Indeed	For example
Similarly	Therefore	Secondly	For instance	However
Consequently	Of course	To conclude		

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Now, take a look at another sentence structure. This formula works for any sentence connector.

Formula #2: Ex, s v. (Capitalized sentence connector, subject verb—uses one comma)

Therefore, parents should educate their own children.

In addition, the government of Italy has passed programs to encourage women to have children.

Indeed, children who grow up in the city have access to the best libraries.

Consequently, prices for consumer goods continue to rise.

Here's the next formula. This formula works for coordinators.

Formula #3: S v, cc s v. (subject verb, coordinate conjunction subject verb—uses one comma)

The air in the city got much worse, so people had to start wearing masks in order to protect their lungs.

Friends who are different can teach a person about new things, and they can give advice on matters that might be unfamiliar.

My brother never plans his weekend activities in advance, but he always seems to have a good time.

Can you use a sentence connector with formula #3?

Yes, a sentence connector can begin a sentence that contains a coordinate conjunction. In other words:

Formula #4: Ex, s v, cc s v. (Capitalized sentence connector, subject verb, coordinate conjunction subject verb—uses two commas)

For example, my brother never plans his weekend activities in advance, but he always seems to have a good time.

In addition, friends who have different traits can teach a person new things, and they can give advice on matters that might be unfamiliar.

However, the air in the city got much worse, so people had to start wearing masks in order to protect their lungs.

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Formula #5: S v sc s v. (Subject verb lowercase subordinate conjunction subject verb— no comma)

People from my city need to wear masks because the air has gotten so dirty.

Children from the country now have access to technology even though they are not near a populated area.

Children will learn to be responsible if they are required to do household chores.

Formula #6: Sc s v, s v. (Capitalized subordinate conjunction subject verb, subject verb—uses one comma)

While sports programs are important, the primary focus of a university should be academics.

When I lived in America, I did not have much contact with my neighbors.

Because people in my country like to save their money, the economy has not been growing as fast as it should.

Typical Mistakes

Now that you know the formulas, take a look at some typical mistakes that students make.

Sentences that are Fragments:

For example, students who are not motivated to study.

The supervisors that inspire their employees.

For instance, people from poor countries.

How could these sentences be corrected? The problem with these sentences is that there is no verb. Yes, it looks like there is a verb in the sentence, In the sentence, "*For example, students who are not motivated to study,*" you might say the verb is "*are not motivated.*" However, "*are not motivated*" refers to the relative pronoun "*who*" in this case. It does not refer to the subject of the sentence "*students.*" This is a very common error.

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What must be done to correct these sentences? Add a verb! Take a look at the corrections below. The verb has been italicized.

For example, students who are not motivated to study *require* help.

or

For example, there *are* students who are not motivated to study.

or

For example, some students *are* not motivated to study.

The supervisors that inspire their employees *are* much more valuable to the company.

For instance, people from poor countries often *have* no access to the Internet.

Run-on Sentences

While sentence fragments are usually missing a verb, run-on sentences usually have too many verbs. This often occurs when students try to join sentences improperly.

Below, take a look at a few examples of run-on sentences:

1. One issue with run-on sentences is that sometimes writers try to join sentences without a proper coordinate conjunction (cc). One way to correct these sentences is to add one of these connectors.

Below you will see both a run-on sentence and its correction. Notice the use of **a comma** before the coordinate conjunction in the correction.

Run-on: For example, my friend likes to study in cafes and coffee shops she likes to be surrounded by people. (**~~S v s v.~~**)
Correction: For example, my friend likes to study in cafes and coffee shops, ***and*** she likes to be surrounded by people. (**S v, cc s v.**)

Run-on: For example, my friend knows a lot about American football he has never traveled to America. (**~~S v s v.~~**)
Correction: For example, my friend knows a lot about American football, ***but*** he has never traveled to America. (**S v, cc s v.**)

2. Another technique is simply to **divide the run-on sentence into two sentences.**

Run-on: For example, my friend likes to study in cafes and coffee shops she likes to be surrounded by people. (**~~S v s v.~~**)
Correction: For example, my friend likes to study in cafes and coffee shops. She likes to be surrounded by people. (**S v. S v.**)

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Run-on: For example, my friend knows a lot about American football he has never traveled to America. (**~~S v s v.~~**)
Correction: For example, my friend knows a lot about American football. However, he has never traveled to America. (**S v. Ex, s v.**)

3. Another way to correct run-on sentences is to join the two parts with a subordinate conjunction.

Run-on: For example, my friend likes to study in cafes and coffee shops she likes to be surrounded by people. (**~~S v s v.~~**)
Correction: For example, my friend likes to study in cafes and coffee shops because she likes to be surrounded by people. (**S v sc s v.**)

Run-on: For example, my friend knows a lot about American football he has never traveled to America. (**~~S v s v.~~**)
Correction: For example, my friend knows a lot about American football although he has never traveled to America. (**S v sc s v.**)

Commas

1. Commas and Subordinate Conjunctions

Writers are often confused about when to use a comma with a subordinate conjunction (sc). If you remember the formula, you can't go wrong.

S v sc s v.
and
Sc s v, s v.

Which error repeats in the following sentences?

It is very difficult to accept invitations, if one has a full schedule every day of the week.

For example, my friend learned discipline, because he had to go to his soccer practice every morning.

Some children become excellent musicians, even though they have no musical training in school.

In each of the sentences above, the comma is not necessary. Now look at the sentences below and determine what the error is in each sentence. Remember the formulas for subordinate conjunctions.

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If one has a full schedule every day of the week it is very difficult to accept invitations.

Because he had to go to his soccer practice every morning my friend learned discipline.

Even though some children had no musical training in school they became excellent musicians.

In each of the sentences above, there is a comma missing. Below are the corrections.

If one has a full schedule every day of the week, it is very difficult to accept invitations.

Because he had to go to his soccer practice every morning, my friend learned discipline.

Even though some children had no musical training in school, they became excellent musicians.

2. Commas and Coordinate Conjunctions

The most commonly used coordinate conjunctions are and, but, so, yet, and or. It is important to know the difference between a coordinate conjunction and a subordinate conjunction because the sentence structure that is used for each is quite different. Remembering the difference is not that difficult because there are only five coordinate conjunctions. The sentences below contain some errors with coordinate conjunctions. Remember the formula.

S v, cc s v.

Some storeowners do not know that their products are dangerous so it is important to inform them of dangerous products.

My father bought a boat to take our family fishing but he sold it soon afterwards.

I could visit famous museums and my mother could go skiing.

How can these sentences be corrected? Simply add a comma before the coordinate conjunctions. See the corrections below.

Some storeowners do not know that their products are dangerous, **so** it is important to inform them of dangerous products.

My father bought a boat to take our family fishing, **but** he sold it soon afterwards.

I could visit famous museums, **and** my mother could go skiing.

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Can I begin a sentence with a coordinate conjunction?

Native English speakers and writers continue to debate this question. In fact, there is no official rule against using a coordinate conjunction at the beginning of a sentence.

Remember that the goal when writing a **Part 2** essay for the iTEP test is to achieve an academic tone in your writing. The human grader might regard the use of a coordinate conjunction at the beginning of a sentence as non-standard. In addition, there is usually a sentence connector that can do the job in a more academic way. The tendency to regard coordinate conjunctions at the beginning of sentences as non-standard might stem from the fact that there are usually sentence-connector alternatives, but the writer is not using them. Therefore, it is best to avoid using a coordinate conjunction at the beginning of a sentence and use a sentence connector instead.

Take a look at the sentences below and determine how they can be written without using the coordinate conjunction at the beginning of the sentence.

> **Extended television viewing can damage a child's eyes. And, a child who sits in front of the TV for many hours is not getting enough exercise.**
>
> **In the past, many jobs did not require that people know how to read and write. So, reading and writing were not as important as they are today.**
>
> **Studying alone can provide a person with the peace and quiet needed to concentrate on one thing. But, studying with other people can help a student stay motivated. And, other people can give you ideas that you might not have had if you had studied alone.**

Now take a look at the corrections and notice how a sentence connector could be a much better choice.

> **Extended television viewing can damage a child's eyes. In addition, a child who sits in front of the TV for many hours is not getting enough exercise.**
>
> **In the past, many jobs did not require that people know how to read and write. Therefore, reading and writing were not as important as they are today.**
>
> **Studying alone can provide a person with the peace and quiet needed to concentrate on one thing. However, studying with other people can help a student stay motivated. Moreover, other people can give you ideas that you might not have had if you had studied alone.**

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3. Commas and Sentence Connectors

Commas are used after sentence connectors when they appear at the beginning of a sentence and on either side of a sentence connector when they appear within a sentence. Remember that using sentence connectors is important for scoring well on iTEP **Writing Part 2**. It is equally important to use them correctly. In the examples below, take note of the errors and the corrections.

Incorrect:

However women who stay at home after giving birth fall behind in their careers.

Therefore studying in a library is better than studying at home.

Correction:

However, women who stay at home after giving birth fall behind in their careers.

Therefore, studying in a library is better than studying at home.

4. Commas in a Series

Commas are used in a series of words or phrases when there are three or more items in the list. Remember that the words or phrases must be the same part of speech or form, respectively. In the examples below, take note of the errors and the corrections.

Incorrect:

George is known for his strength, kindness, and he is generous.

Correction:

George is known for his strength, kindness, and generosity.

Incorrect:

The principal investigated the crime, identified the offending students, and she notified the students' parents about the incident.

Correction:

The principal investigated the crime, identified the offending students, and notified the students' parents about the incident.

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Incorrect:

I like my best friend because she is trustworthy, helpful, courteous, and she is kind.

Correction:

I like my best friend because she is trustworthy, helpful, courteous, and kind.

5. Comma Between two Adjectives to Describe a Noun

It was a long, tiring hike up the mountain, but we were in shape and made it to the top in two hours.

I could not wait for the warm, sunny days of summer to come.

6. Commas with Appositives and Independent Adjective Clauses

One of the most useful writing techniques is the appositive. An appositive is similar to an independent adjective clause in that it provides additional information about a noun. However, appositives do not contain a relative pronoun or a verb. You can think of an appositive as being the same as an independent adjective clause without "who is" or "which is." Most of the time appositives are used with proper nouns. This is important because appositives, like independent adjective clauses, are additional information about a noun that has already been identified. Below take a look at a few sentences with appositives. First, you will see the sentence with an independent clause. Then you will see it written with an appositive. Pay attention to the commas at the beginning and end of either an appositive or an independent adjective clause.

Independent Adjective Clause

Bill Gates, who is the founder and president of Microsoft, devotes more of his time to his charitable organizations than to his business.

The bus tour includes a five-day trip through Hokkaido, which is the northernmost island of Japan.

Mugicha, which is a cold tea made of barley, can be found in most refrigerators in Japan.

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Appositive

Bill Gates, the founder and president of Microsoft, devotes more of his time to his charitable organization than to his business.

The bus tour includes a five-day trip through Hokkaido, the northernmost island of Japan.

Mugicha, a cold tea made of barley, can be found in most refrigerators in Japan.

Incorrect

Reggie my neighbor's dog, barks all day and sometimes wakes us up at night.

Correction:

Reggie, my neighbor's dog, barks all day and sometimes wakes us up at night.

[Tip] **Where possible, it is considered better form to use an appositive rather than an adjective clause.**

7. Commas and Place Names

A comma is used between the name of a city and a country or state. A second comma is placed after the final state or country.

For example, when I lived in Chicago, Illinois, for three years, I got used to cold weather.

Barcelona, Spain, hosted the Olympic Games in the summer of 1992.

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Chapter 7

A Formal Writing Style

Perfect sentence structure will not guarantee you a top score on the iTEP **Writing Part 2** section. There are other errors that are possible beyond mechanics. Writers and writing instructors usually group these items under the category of style. Style can be difficult to attain because it is more subjective. Understanding how the human grader evaluates style is important, and there are a few things you can do to make sure that your writing includes the elements of style for which the human grader is looking. Below take a look at a few of these.

Repetition of Key Terms with Synonyms

It is sometimes necessary to repeat key words or phrases to maintain the focus of your essay. You will remember from the sections on cohesion that repeating key words and phrases is essential to building cohesive paragraphs. However, using the same word throughout the whole essay will create a monotonous or boring style. If the human grader notices this repetition, you might lose points. One way to avoid this repetition is by using synonyms or creating phrases that have similar meanings to the key terms. First, take a look at some common themes in iTEP **Writing Part 2** essay questions.

Education	Family	Business	Media	Public Policy
Lifestyle	Children	Environment	Work	Money

The paragraph below comes from an iTEP question about business and work. Which word is repeated too often in the paragraph?

> First, good supervisors should be interested in the professional development of their workers. That is, they should seek opportunities for their workers to gain new skills and new experiences. A good supervisor knows that workers who are more skilled and have a wide experience are better for the company and make the firm more productive. For example, my friend had a supervisor who never let him try anything new at the company or take on any new tasks. After some time, my friend realized that he would not advance in the company under this supervisor. When he asked the supervisor to give him more responsibility, he told my friend just do the job he had been given. Finally, because of this supervisor's closed-minded attitude, my friend quit this job and went to work for a competing company.

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The word "supervisor" is used too frequently in this paragraph. Now look at the same paragraph with synonyms used for the word "supervisor."

> First, good *supervisors* should be interested in the professional development of their workers. That is, they should seek opportunities for their workers to gain new skills and new experiences. A good *manager* knows that workers who are more skilled and have a wide experience are better for the company and make the firm more productive. For example, my friend had a *boss* who never let him try anything new at the company or take on any new tasks. When he asked the *supervisor* to give him more responsibility, he told my friend just do the job he had been given. After some time, my friend realized that he would not advance in the company under *this person's management*. Finally, because of this *manager's* closed-minded attitude, my friend quit this job and went to work for a competing company.

Using Single-Word Alternatives to Verb Phrases

Achieving an academic writing style is crucial to success in the iTEP writing tasks. One way to enhance the academic tone of your writing is to avoid using too many verb phrases (phrasal verbs). In most cases, there is a single-word alternative that demonstrates a more sophisticated understanding of the language. Look at the common verb phrases below and the preferred single-word alternatives. You will also see the phrases and single-verb alternatives used in the example sentences. Below are only those verb phrases that would most likely be used in iTEP **Writing**.

Separable Verb Phrases

bring up—mention, raise an issue

> **Her father's illness was a serious issue, but it was never brought up at the dinner table.**
>
> **Her father's illness was a serious issue, but it was never mentioned/raised at the dinner table.**

bring up—raise a child

> **His parents brought up five children in difficult circumstances.**
>
> **His parents raised five children in difficult circumstances.**

call off—cancel

> **The organizers called the picnic off due to heavy rain.**
>
> **The organizers canceled the picnic due to heavy rain.**

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fill out—complete an application

I had to fill so many applications out for the scholarship. It was a lot of work.

I had to complete so many applications for the scholarship. It was a lot of work.

find out—discover

When she found out that she would be working with the famous designer, she was very excited.

When she discovered that she would be working with the famous designer, she was very excited.

give back—return

For example, my friend borrows books from me all the time but never gives them back.

For example, my friend borrows books from me all the time but never returns them.

hand in—submit

My professors at Warsaw University never allowed us to hand assignments in late.

My professors at Warsaw University never allowed us to submit assignments late.

hold up—delay

His tardiness held up the meeting for 30 minutes.

His tardiness delayed the meeting for 30 minutes.

leave out—omit

She told me the whole story but left out the little details.

She told me the whole story but omitted the little details.

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look up—find

When I was student, I often looked words up in a dictionary.

When I was student, I often found words in a dictionary.

make up—create

I thought the best thing to do was to make up a new name for the business.

I thought the best thing to do was to create a new name for the business.

pick out—choose

She stays in the store for hours and never picks anything out.

She stays in the store for hours and never chooses anything.

put off—postpone

The deadline for the proposal was only a week away, so he did not want to put the meeting off again.

The deadline for the proposal was only a week away, so he did not want to delay the meeting again.

put out—release

The band usually puts out an album once every two years.

The band usually releases an album once every two years.

set up—arrange

The CEO wanted the matter resolved, so she set up a conference between the two disputing vice-presidents.

The CEO wanted the matter resolved, so she arranged a conference between the two disputing vice-presidents.

talk over—discuss

At the dinner table, my family usually talked over what was happening in our lives.

At the dinner table, my family usually discussed what was happening in our lives.

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throw away—discard

For example, in my city, too many people throw their trash away in the street.

For example, in my city, too many people discard their trash in the street.

turn down—decline

For example, his boss offered him a position in another office, but he turned the offer down.

For example, his boss offered him a position in another office, but he declined the offer.

Inseparable Verb Phrases

get over—recover from

It took him six months to get over his illness completely.

It took him six months to recover from his illness completely.

go over—review

They start every meeting by going over what they had discussed the previous week.

They start every meeting by reviewing what they had discussed the previous week.

look into—investigate

The boss asked me to look into the cause of the problem.

The boss asked me to investigate the cause of the problem.

come across—find

After I heard about the new drug on television, I came across many ads for it in magazines.

After I heard about the new drug on television, I found many ads for it in magazines.

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take after—resemble

Her friends say she takes after her mother, but she thinks she takes after her father.

Her friends say she resembles her mother, but she thinks she is more like her father.

wait on—serve

The person who waited on us was thoughtful, so we gave her a big tip.

The person who served us was thoughtful, so we gave her a big tip.

Transitive Three-Word Verb Phrases

drop out of—quit

One problem is that many young men drop out of school before they graduate.

One problem is that many young men quit school before they graduate.

get rid of—discard

When people move into a smaller apartment, they often have to get rid of many possessions.

When people move into a smaller apartment, they often have to discard many possessions.

get through with—finish

They did not get through with the meeting until three in the morning.

They did not finish the meeting until three in the morning.

make sure —confirm

The moderator asked that we make sure that our correct name was written on the notice.

The moderator asked that we confirm that our correct name was written on the notice.

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put up with—tolerate

The citizens of the town decided that they could no longer put up with motorists speeding through the downtown area.

The citizens of the town decided that they could no longer tolerate motorists speeding through the downtown area.

think back on—remember

When she thinks back on her days living in Africa, she becomes emotional and nostalgic.

When she remembers her days living in Africa, she becomes emotional and nostalgic.

Intransitive Verb Phrases

catch on—understand

It took me a few days to catch on to their system. After that, it was easy.

It took me a few days to understand their system. After that, it was easy.

come back—return

The man came back to his little village after many years abroad.

The man returned to his little village after many years abroad.

come into—enter

She came into the classroom 10 minutes late.

She entered the classroom 10 minutes late.

come over—visit

My grandfather would come over every Sunday afternoon.

My grandfather would visit us every Sunday afternoon.

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get on—board

We got on the plane after eating a big meal.

We boarded the plane after eating a big meal.

keep on (gerund)—continue (gerund)

The student kept on talking even after the teacher had begun the lecture.

The student continued talking even after the teacher had begun the lecture.

show up—arrive

The manager asked us to show up to work early.

The manager asked us to arrive to work early.

[Tip] **Avoid slang, very casual language, texting or email languages, emojis and inappropriate language**

alright	brilliant	ha ha	OMG	suck
awesome	BTW	hippy	piece of cake	tacky
babe	bum	hyper	pig	take it easy
bad	chap	icky	quack	thing
bananas	chicken	jerk	retarded	vibe
barf	cool	jock	savvy	wicked
bash	cuz	junkie	scam	wimp
beer belly	expat	LOL	screw up	wow
big deal!	fancy	looker	screwed	wuss
big time	fatso	neat	shut up!	yeah
blow away	feds	nerd	slob	yuck
blow it	go bust	newbie	sort of	yucky
boozer	goofy	Oh man!	stuff	zit

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Avoid overusing passive-voice sentences. The passive voice can be an effective writing tool when used properly. However, when writers use passive-voice sentences too often, their writing can become slow, uninteresting, and hard to read. Active-voice sentences are generally clearer for the reader. They are more direct and definite. Some experts believe that passive-voice sentences should only consist of about 5 percent of the text in good writing samples. This does not mean that you should stop using the passive voice entirely. In this section, the best uses of the passive voice will be outlined. But first, take a look at the two sentences below. The first sentence is in passive voice. The second sentence is in active voice and is preferred.

Passive Voice

The speech was heard on the radio by millions of people.

Active Voice

Millions of people heard the speech on the radio.

1. Use passive voice when the action is more important than the actor. In these cases, the actor (the person who is doing the action) is not as important as the action itself.

   The restaurant was closed because of the poor sanitary conditions.

   The sign was taken down after the neighbors complained about it.

2. Use passive voice when the person or things being acted upon are more important than the actors.

   The applications were sent to 200 candidates.

   The statues were found in an old museum warehouse.

3. Use passive voice when the receiver and the action are more important than the actor.

   The cars were repaired by the mechanics.

   The cookies and cakes were made by all of the members of the club and sold at the fair.

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Refining Your Writing

Now that the basics have been covered, it's time to get to the details. Adopting a more formal writing style and tone can be a great way to increase your score on the iTEP **Writing Section**. However, you must be sure to use the words correctly. Below is a list of informal words or phrases and their more formal alternatives. Notice how the sample sentences becomes more formal when the right words are chosen. In each of the following examples, the word or phrase on the right side of the slash is the more formal choice.

Example 1

My friend was always able to run a bit/a little faster than me.

Example 2

Writing good papers requires a lot/a great deal of time and effort.

Example 3

It took him about/approximately five minutes to introduce the topic of the lecture.

Example 4

She wrote to the hospital about/concerning the poor treatment her mother had received there.

Example 5

He asked about/inquired on the cost of recording his new film.

Example 6

He asked for/requested a raise, but his supervisor told him it was not possible.

Example 7

Crime is a big/major problem in most American cities.

Example 8

Crime is a big/major problem in most American cities, but many believe that the bigger/greater problem is the lack of economic development.

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Example 9

Crime is a major problem in most American cities. But/However, many believe that the greater problem is the lack of economic development.

Example 10

For example, most families buy/purchase food in large quantities rather than in small packages.

Example 11

When given an option, children will always choose/select the snack that has more sugar and calories.

Example 12

The course was very useful because I got/obtained practical information by taking it.

Example 13

Most companies project that profits will get smaller/decrease in the next quarter.

Example 14

Many drivers stopped to help/assist the accident victims.

Example 15

Offering a good benefits package will help companies keep/retain talented workers.

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Example 16

Good parents do not let/permit their children (to) participate in activities that are overly dangerous.

Example 17

For example, my mother would always make sure/ensure that my siblings and I had a balanced breakfast before going to school.

Example 18

The professor gave us many/numerous examples of how forests serve to keep the environment free of pollutants.

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Cohesion vs. Coherence

What Is Coherence?

Another concept related to good writing is coherence. If either a paragraph or an essay has coherence, it will be easily understood by the reader. The ideas in the writing are relevant, and the text maintains a clear focus on a thesis or topic sentence. It is vital to maintain coherence in the iTEP **Writing Part 2** essay because the human grader does not take extensive time to read your essay. If there is any doubt or confusion in the reader's mind about the flow of ideas in your essay, you will probably lose points.

What Is the Difference Between Cohesion and Coherence?

Cohesion and coherence are similar in that they both are necessary to create a clearly understood paragraph. However, cohesion refers only to the language devices that a writer uses. These devices include using key words and phrases, pronouns, determiners, and transition devices. On the other hand, coherence refers to the ideas that each sentence carries. Ideas and concepts in coherent writing are clear, focused, and direct. Simply put, cohesion relates to writing techniques and devices, and coherence relates to ideas.

Is It Possible to Have a Paragraph That Demonstrates Cohesion but Not Coherence?

Yes. A writer could use many elements of cohesion but neglect to write in a coherent manner. Take a look at the paragraph below. The writer knows how to create cohesion in a paragraph, but the ideas in the paragraph do not create coherence. First, read the iTEP topic to which the writer is responding.

Topic: What factor is most important in business—profitability or stability? State your opinion with detailed examples as support.

> First, stability is one of the most valuable things that a company can provide to its workers, suppliers, and customers. Indeed, firms achieve that stability by working closely with suppliers to make sure that a high degree of quality is maintained. For example, if a company's products lose their quality, the reputation of the business will suffer. Companies like Toyota and Apple are known for making products that meet the needs of customers. If a company fulfills its customer's needs completely, it will surely make a profit and achieve stability.

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At first, the human grader will think that this paragraph is about *stability*. The topic sentence is excellent and supports a positive response to the topic. However, things quickly begin to go wrong with this paragraph. The focus begins to shift from *stability* to *quality* and then from *quality* to *reputation*. The focus changes again from *reputation* to *customers' needs*. Finally, the writer tries to reestablish focus by mentioning *stability* and *profit* at the end of the paragraph, but it is too late. Coherence has been lost. You will notice that the writer does use all of the cohesion devices, but these devices unfortunately do not connect ideas that flow well together.

Is It Possible to Have a Paragraph That Demonstrates Coherence but Not Cohesion?

Yes. Below is an example of a paragraph that demonstrates coherence but not cohesion.

> First, stability is one of the most valuable things that a company can provide to its workers, suppliers, and customers. Companies achieve stability by consistently making a profit. Ten years ago, banks in my country lost a great deal of money because they were lending money to people and companies that could not pay the banks back. The profits of the banks fell, and they stopped lending money. The banks fired many workers. If the banks had not lost money and maintained their profits, the economy in my country would have been more stable and many workers could have kept their jobs.

Now, read a paragraph that combines both cohesion and coherence. The cohesion devices have been highlighted.

> First, stability is one of the most valuable features that a company can provide to its workers, suppliers, and customers. ***Firms*** achieve ***this stability*** by consistently making a profit. ***A good example of this*** is the banking ***institutions*** in my country. Ten years ago, ***these banks*** lost a great deal of money because ***they*** were lending money to people and ***businesses*** that could not pay ***them*** back. The profits of ***these banks*** fell, and ***they*** stopped lending money. They also had to fire many workers. If ***these banks*** had not lost money and maintained ***their profits***, my country's economy would have been more ***stable***, and ***many people*** could have kept their jobs.

What Is More Important—Cohesion or Coherence?

Of course, it is important for your writing to demonstrate both coherence and cohesion, but for the purposes of the iTEP **Writing Part 2** essay, coherence is more important. If a paragraph is coherent but does not contain cohesion devices, you might still score well. However, if a paragraph lacks coherence, the essay will lose points quickly. Your first task is to stay focused on the thesis and the topic sentence. Essays that consistently use coherence and cohesion will probably score in the 4-to-5 range while essays that do not might drop to a 2 or a 3.

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Chapter 8

Practice

Here are some practice exercises in formal style. You can find answers in the Appendix.

Exercise 1

Replace the verb phrases in the sentences with more appropriate verbs from the list below. Don't forget to keep the same tense!

fluctuate	investigate	eliminate
raise	propose	intervene
establish	reduce	

1. Researchers have been looking into the problem for 15 years. _____
2. This issue was brought up during the seminar. _____
3. It is assumed that the management knows what is happening and will step in if there is a problem. _____
4. Schools cannot altogether get rid of the problem of truancy. _____
5. The number of staff has been cut down recently. _____
6. It was very difficult to find out exactly what happened. _____

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7. House prices have a tendency to go up and down. _____
_____
_____
_____

8. A potential solution was put forward two years ago. _____
_____
_____
_____

Exercise 2

Replace the following verb phrases with more formal single words.

9. The locals could not **put up with** the visitors from the city. _____
10. The decline was **brought about** by cheap imports. _____
11. The university is **thinking about** installing CCTV. _____
12. Sales are likely to **drop off** in the third quarter. _____
13. He **went on** speaking for over an hour. _____
14. The meeting was **put off** until December. _____
15. The cinema was **pulled down** ten years ago._____
16. People have **cut down** their consumption of beef. _____

Exercise 3

Which of the two alternatives in bold do you think is more appropriate in academic writing?

17. The government has made **considerable/great** progress in solving the problem.
18. We **got/obtained** excellent results in the experiment.
19. The results of **lots of/numerous** tests have been pretty **good/encouraging**.
20. A loss of jobs is one of the **consequences/things** that will happen if the process is automated.
21. The relationship between the management and workers is **extremely/really** important.
22. Some suggestions **springing up/arising** from the study will be presented.

Exercise 4

Use a more formal word or phrase to replace those in bold.

23. The reaction of the officials was **sort of** negative. _____
24. The economic outlook is **nice**. _____
25. Car manufacturers are planning a **get together** to discuss their strategy. _____
26. The resulting competition between countries **is good**. _____
27. The economy is affected by things that happen **outside the country**. _____
28. She was **given the sack** because of her poor record. _____
29. The examination results were **super**. _____

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Chapter 9

Writing Quizzes

The following four quizzes are timed exactly like **Writing Part 1** and **2** and use prompts that mirror those on the iTEP test.

Remember to—

- time yourself
- type your answers on a computer
- take notes
- plan an appropriate thesis statement
- leave two to three minutes to check over your writing

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Quiz #1

Part 1—You have **five minutes** to write a response to the following prompt:

> **Topic: Write a letter to a friend about your favorite subject at school and explain why you like it.**

Part 2—You have **20 minutes** to write a response to the following prompt:

> **Topic: Do you believe people learn more by doing or reading? Compare and contrast the knowledge learned from books with hands-on experience. Which learning experience is most valuable in your opinion?**

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Quiz #2

Part 1—You have **five minutes** to write a response to the following prompt:

Topic: Write a letter explaining who your favorite person is. Explain why.

Part 2—You have **20 minutes** to write a response to the following prompt:

Topic: Do teenagers learn the most from parents or teachers? Use detailed examples to support your opinion.

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Quiz #3

Part 1—You have **five minutes** to write a response to the following prompt:

> **Topic: What is your favorite activity in your free time? Why is it your favorite activity?**

Part 2—You have **20 minutes** to write a response to the following prompt:

> **Topic: People enroll in higher education with various goals and objectives in mind. In your opinion, why do most adults continue their education at a university or college?**

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Quiz #4

Part 1—You have **five minutes** to write a response to the following prompt:

> **Topic: Who is your least favorite person? Explain what makes him/her your least favorite person.**

Part 2—You have **20 minutes** to write a response to the following prompt:

> **Topic: Do you agree or disagree with the following statement? Children raised in urban environments grow up with more opportunities than children raised in rural environments. Use specific examples to show whether a city or a country environment is better for children.**

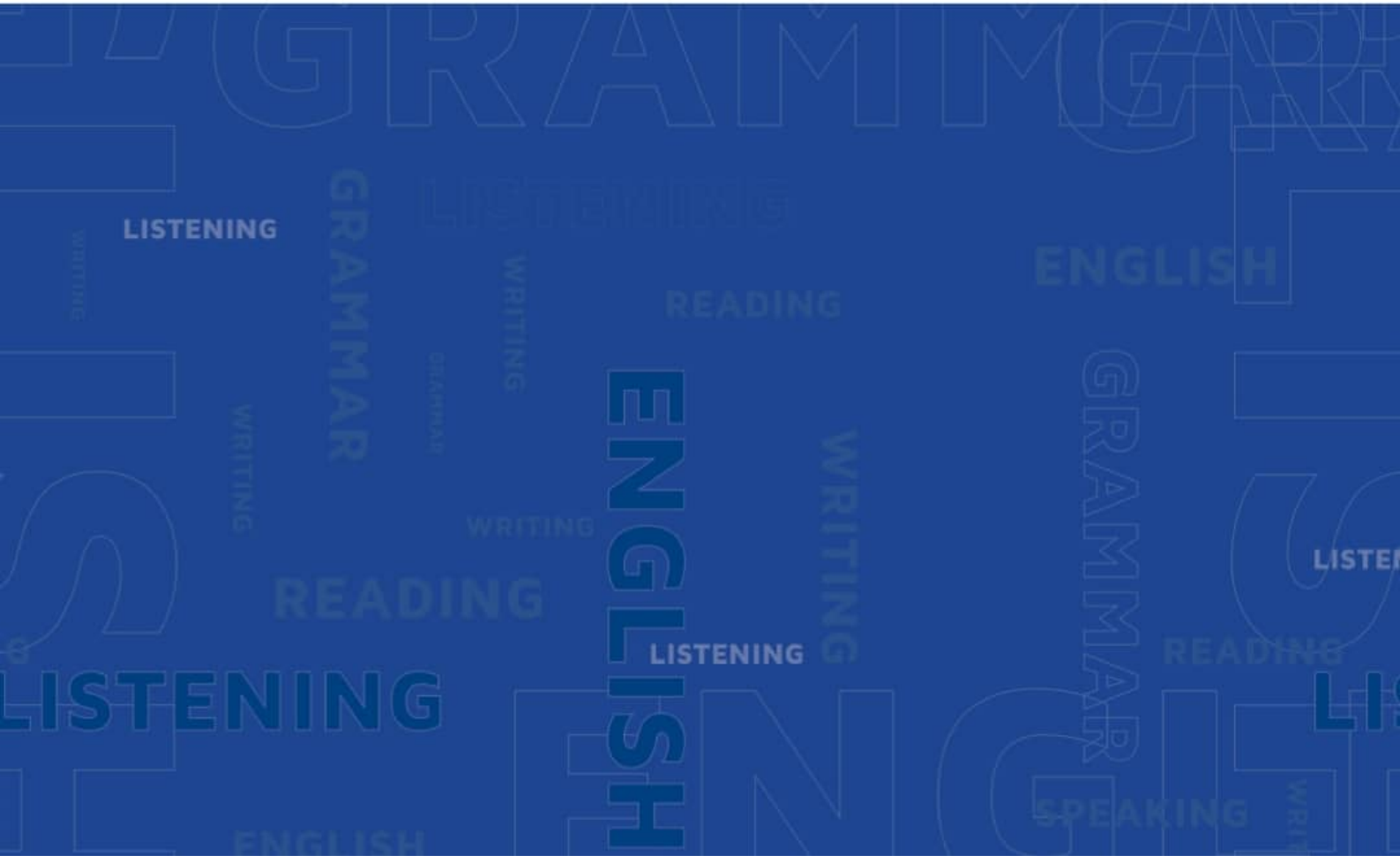
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UNIT 5

SPEAKING



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Unit 5

Introduction to Speaking

Getting to Know iTEP Speaking

Speaking is the second type of performance assessment required by iTEP. Like the **Writing Section**, iTEP **Speaking** requires proactive skills in expressing your views and opinions in English. In many ways, speaking is considered the final element in 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. Just as the **Writing Section** of the iTEP requires you to demonstrate your competency in specific tangible skills, the **Speaking Section** requires you to demonstrate similar skills, including the following.

- Responding appropriately to the question
- Utilizing advanced vocabulary
- Pronouncing words and phrases in a clear manner

[Tip] **One simple way to think about iTEP Speaking is that it is just like iTEP Writing, but with one fundamental difference—you speak your responses instead of writing them. For each section, you will listen to a prompt and then both prepare your notes and present your response. To do the latter, you must not only choose the appropriate words and construct your sentences accurately, you must also do your best to communicate as clearly as possible, paying close attention to the pronunciation of each syllable.**

As a first step, take some time to become familiar with the test.

STRUCTURE

Speaking Section Five Minutes

Part 1: CEFR A1-B2

- Hear and read a short, low-intermediate question
- 30 seconds to prepare a spoken response
- 45 seconds to speak.

Part 2: CEFR B1-C2

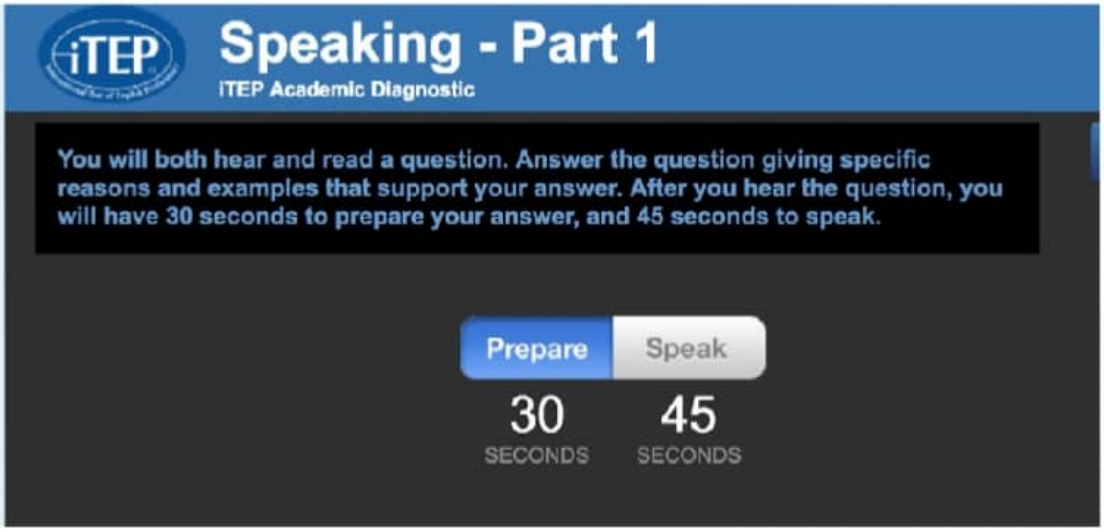
- Hear an upper-level statement presenting two sides of an issue
- 45 seconds to prepare a spoken response
- 60 seconds to speak

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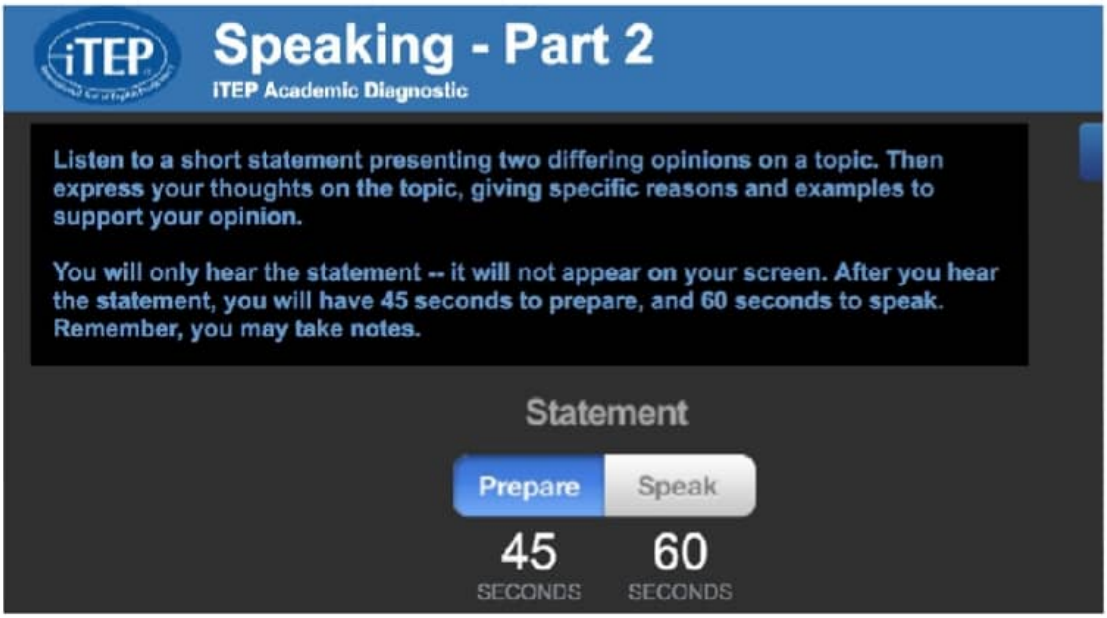
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Structure

In **Speaking Part 1** you will hear a question that also 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 differing opinions on a topic.



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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! In Part 2 the topics WILL NOT appear on the screen, so be sure to pay close attention when the topic is read aloud.

[Tip] **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 clearly.**

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Chapter 1

Basic Skills for iTEP Speaking

Building Skills: Speaking 1

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, **key #1 is to answer the question accurately**. If the prompt asks you to talk about a famous person, make sure you talk about a public figure. If the prompt asks you to talk about someone in your family, make sure you talk about someone close to you, such as your parents or a cousin. If the prompt asks a question about school, then talk about your experience at school. ***You must address the topic.***

Four Keys to Scoring Well

- **Key #1**—*Address the topic*
- **Key #2**—*Speak accurately and correctly*
- **Key #3**—*Support the statement with details and examples*
- **Key #4**—*Don't worry about right or wrong answers*

KEY #1—*Address the topic*—As mentioned above, make sure you understand the prompt and are responding directly to it by talking about the right topic.

KEY #2—*Speak accurately and correctly*—Although you are not graded strictly on your grammar and sentence structure for the **Speaking Section**, a proper flow of correct sentences enhances your response and makes you sound better, so do your best to speak with proper grammar.

KEY #3—*Use details and examples*—One key to good speaking is clear communication. To help your listener understand what you are saying, you must first understand it yourself. Make sure you prep your answer and give yourself enough material for the allotted time, so you won't run out of things to say and you will feel confident while you speak.

KEY #4—*Don't worry about right or wrong answers*—Although the prompt asks you to answer a question, it is only doing so to hear you express your opinion. You are not graded on what your opinion is, only on how you express yourself. Do not hesitate to speak freely about what is important to you.

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[Tip] One more thing—don't wait to speak! As soon as you hear the indication to begin speaking, go ahead and do so. Make a good first impression by starting strong, right out of the gate.

Ready? Now get started!

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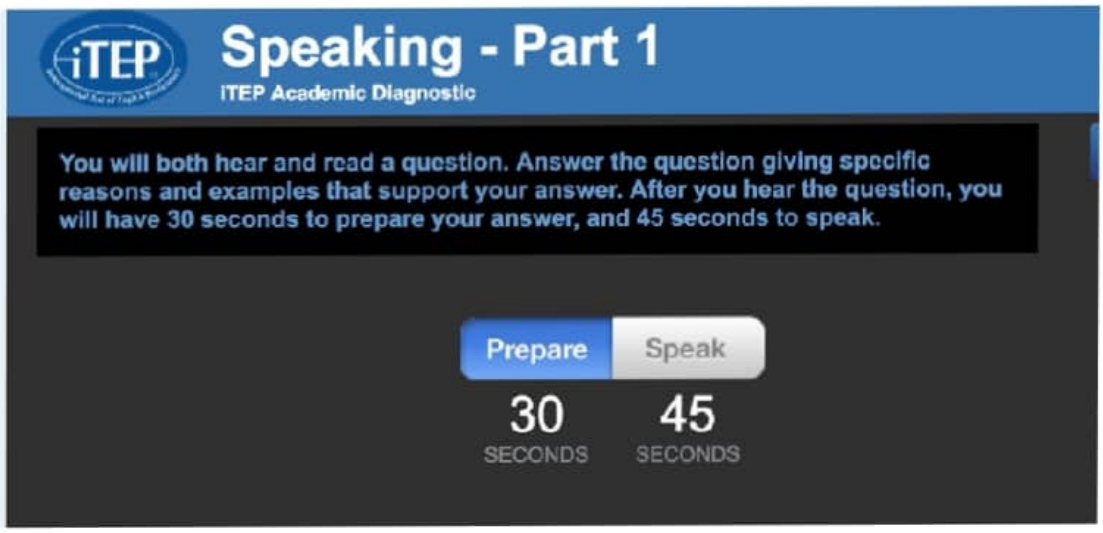
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Chapter 2

Speaking Part 1

Speaking Part 1 asks for a brief response to an informal topic. You may be asked to talk about a favorite food, a part of your country that you like to visit, or perhaps a person that you would like to meet. ***The topic will be familiar to you. Again, there are no right or wrong answers, so just speak honestly.***

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



30 Seconds to Prep

45 Seconds to Speak

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To Score Well You Must Prepare Well

As you consider this first example, remember that the better you prepare your response, the easier it will be to speak. This doesn't mean that you need to write down everything you want to say; this is not a formal speech. However, make sure to take a few notes that will help you speak confidently. Now take a look.

Prompt Example 1

> **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?**

How can you compose an effective response? First, remember the keys to success.

KEY #1—Respond accurately to the prompt

Brainstorm and select someone that you feel comfortable discussing. Can you think of someone? Good.

As an example, consider **Thomas Edison**, a major historical figure from the 19th century.

Next, you would prepare some notes to use while speaking. Keep in mind, these notes will be neither complete sentences nor a script to follow and read word for word.

Why might someone like to meet Thomas Edison?

Here are a few talking points that you might want to make sure to mention.

1. Inventor
2. Discovered how to use electricity
3. Changed the world with his inventions and discoveries

Second, with the time remaining, consider why you might chose Edison for this topic. What is the personal connection? Was it something you learned about him in school? Was it something you read in a book or saw in a film? Is there something that you see in the world right now about which you would like to question him?

1. Learned about him in school
2. Great admiration for his dedication
3. Ask him what he thinks of technology in the world today

This would be a great job prepping for a response; It includes six quick notes that will provide plenty to discuss. It's almost time to put it all together, but ***first*** consider how to introduce the topic properly. It's vital to demonstrate quickly and clearly that you both understand the prompt and can deliver an appropriate, strong response. The best way to do this is to integrate the prompt into the response. For example:

If I could meet one person from history, the person I would choose is Thomas Edison.

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That is a proper introduction. It's accurate. It's not too long, and it tells the grader that you have prepared a good response and are ready to continue.

Next, you would take the notes and begin to put them into clear and coherent sentences. Consider the first three notes.

1. Inventor
2. Discovered how to use electricity
3. Changed the world with his inventions and discoveries

These notes could be combined to sound something like this:

> **Thomas Edison was an incredible inventor who invented many things that changed the world. He was the first person to make electricity available for people to use in their homes. He also invented the telephone and the record player.**

Next, with the time remaining, you would use the remaining notes to add more depth and dimension to the response, improving the score even more.

1. Learned about him in school
2. Great admiration for his dedication
3. Ask him what he thinks of technology in the world today

> **I enjoyed learning about Edison in school, hearing about how hard he worked; he barely slept at all! I would like to ask him what he thinks of the technology in the world today and if he ever thought his inventions would still be around today.**

Notice that even though plenty of information is provided, the spontaneity of conversation is maintained. It's good to insert little phrases, such as "he barely slept at all," to show that you are thinking while speaking and not merely reciting a speech.

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Now review what you've learned so far. The prompt is below.

Example 1

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 the chosen topic (Thomas Edison) with the notes.

1. Inventor
2. Discovered how to use electricity
3. Changed the world with his inventions and discoveries
4. Learned about him in school
5. Great admiration for his dedication
6. Ask him about what he thinks of technology in the world today

And here is the composed response:

> If I could meet one person from history, the person I would choose is Thomas Edison. Thomas Edison was a great inventor who invented so many things that changed the world. He was the first person to make electricity available for people to use in their homes. He also invented the telephone and the record player. I enjoyed learning about Edison in school, hearing about how hard he worked; he barely slept at all! I would like to ask him what he thinks of the technology in the world today and if he ever thought his inventions would still be around today.

Way to go!

[Tip] **Yes, go ahead. You cannot improve at speaking without...speaking! So, find a comfortable place where you can practice your speaking, and practice speaking this response aloud. Better yet, record yourself, so you can hear how you sound as well as discover what you are doing well and what you can improve.**

So far, you've learned the fundamental skills needed to score well on **Part 1** of iTEP **Speaking**. Next, take a look at **Speaking Part 2**.

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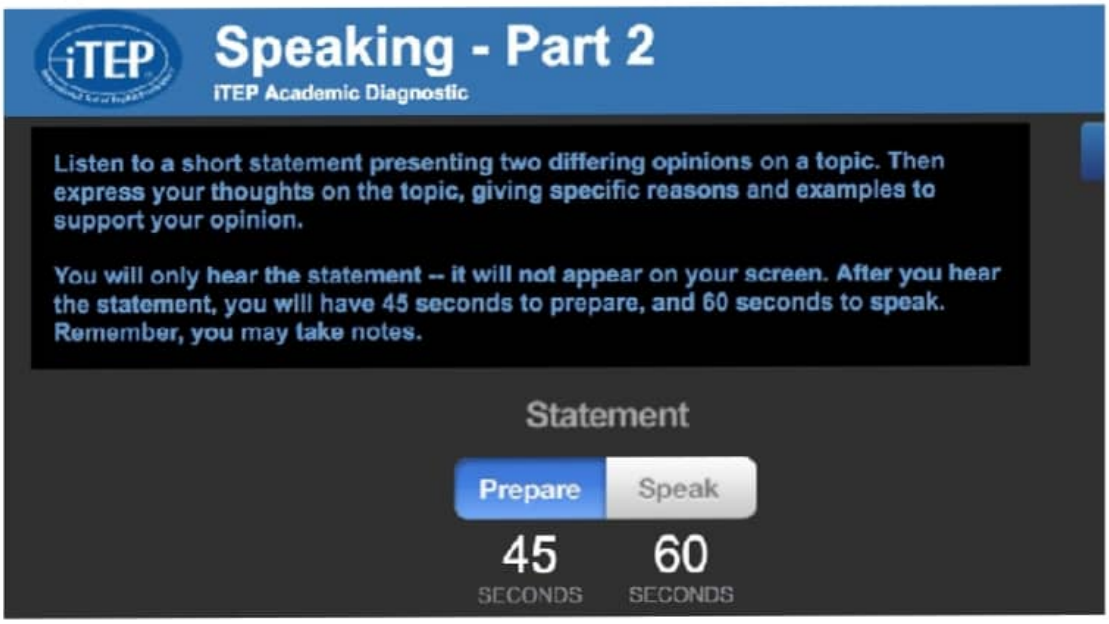
Chapter 3

Speaking Part 2

Structure

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.



45 Seconds to Prep

60 Seconds to Speak

Because you cannot read the prompt on the screen, it is very important that you listen carefully and take good notes while you are listening to the prompt. Once the prompt is complete, you will have an additional 45 seconds to prepare your answer. 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.

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Examples

Below is an example of the type of opinion prompt 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.

Example 1 PROMPT

> **Many works of art from the past, such as paintings and sculptures, have been taken from the countries that produced them and put on display in museums in other countries. Some people say that these works of art should be returned to the countries that produced them.**
>
> **Other people say that the works of art should remain in the museums where they are now because they are safe and can be viewed and appreciated by more people.**
>
> **What are your thoughts on this topic?**
>
> **45 Seconds to Prep**

Just as with **Speaking Part 1**, the best course to a strong response for **Speaking Part 2** begins with preparing some notes. Keep in mind that because the prompt is a different task from **Part 1**, the notes will look a little different. One approach is to list the benefits of a chosen position. For example, if you chose the opinion that art should be returned, you might start with a thesis statement such as:

> **I believe that art should be returned to the country that produced it.**

Once a position has been selected, notes can be prepared. To do so, consider a question. In this case a good one might be: what are some reasons that art belongs to the countries that produced the pieces?

The brainstormed notes might include:

1. Art is part of a country's identity.
2. Art belongs to the country.
3. If people want to see the art they can visit the country it belongs to.
4. Art inspires the people of the country it's in.

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While preparing a response, remember the keys to scoring well:

Keys to Scoring Well

- **Key #1**— *Address the topic*
- **Key #2**—*Speak accurately and correctly*
- **Key #3**—*Support the statement with details and examples*
- **Key #4**—*Don't worry about right or wrong answer*s

So, drawing from the notes, a response might look something like this:

> **KEY #1** I believe that art should be returned to the country that produced it. **KEY #2** Art is an important part of a country's identity. **KEY #3** For example, when people think of Italy, they think of seeing Michelangelo's sculptures in Florence. **KEY #3** On my school trip to London, we learned a lot about British history by visiting the National Portrait Museum. **KEY #4** If I were from Italy, I would not want to leave the country and travel to another part of the world to see some of my country's culture. I think I would feel more patriotic and excited about my country if I could show visitors some of the best art made by my country's artists. For these reasons, I think that art belongs in the same country as the artists who make it.

To review, here is the prompt:

> **Many works of art from the past, such as paintings and sculptures, have been taken from the countries that produced them and put on display in museums in other countries. Some people say that these works of art should be returned to the countries that produced them.**
>
> **Other people say that the works of art should remain in the museums where they are now because they are safe and can be viewed and appreciated by more people.**
>
> **What are your thoughts on this topic?**

Here are the notes:

1. Art is part of a country's identity.
2. Art belongs to the country.
3. If people want to see the art they can visit the country it belongs to.
4. Art inspires the people of the country it's in.

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Before moving forward, take a close look at the response to **Speaking Part 2** in order to learn a few things that will make the next response even better. Please feel free to write in a few notes in the space provided.

1. What are the answer's strengths?_____

Now examine the response according to our ***keys to scoring well***.

2. Did the response choose a clear position? Is it stated clearly early in the response? _____

3. Does the response use a few points to support a position? Is the use of language precise? _____

4. Ask yourself if this is a strong response. Why or why not? According to the tips on the previous page, did the speaker follow some of the guidelines for crafting an effective response? What are possible ways to improve this answer?_____

Looking ahead: In the next chapter, a few more skills will be covered that you can use to make your responses even stronger and raise your scores even higher.

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Chapter 4

Advanced Speaking Skills

An Advanced Example of Prompt and Response for **Speaking Part 2**—Extra Advanced Skills

Thus far, you've examined the first four keys to creating an effective speaking response. To review, they are below.

Keys to Scoring Well

- **Key #1**—*Address the topic*
- **Key #2**—*Speak accurately and correctly*
- **Key #3**—*Support the statement with details and examples*
- **Key #4**—*Don't worry about right or wrong answers*

While reviewing the two crafted **Speaking** responses, you may have noticed a few other elements that enhanced the responses. Below are four advanced keys to further improve your scores.

Advanced Keys for Speaking

- ***Key #1A—Vary your vocabulary and sentence structure***
- ***Key #2A—Use natural, conversational transitions***
- ***Key #3A—Correct your grammar as you go***
- ***Key #4A—Finish strong***

1. **Vary your vocabulary and sentences**—The more you can easily utilize a variety of phrases, expressions, and words, the better your response will sound.
2. **Use natural transitions**—As you compare and contrast ideas in your response, be sure to use accurate transition phrases to clearly communicate your ideas.
3. **Correct your mistakes**—If you hear yourself make an error, such as using the wrong form of a verb, don't hesitate to quickly correct your mistake and move on; making adjustments shows the grader that you are capable of correcting yourself.
4. **Finish strong**—Use the end of your response to make a strong, concluding statement that briefly summarizes your ideas and leaves a strong impression on the grader.

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Now review the previous response to see whether these four advanced keys were used:

I believe that art should be returned to the countries that produced it. Art is an important part of a country's identity. **KEY #2A** For example, when people think of Italy, they think of seeing Michelangelo's sculptures in Florence. **KEY #3A** On my school trip to London, we learned a lot about British history by visiting the National Portrait Museum. **KEY #4A** If I were from Italy, I would not want to leave the country and travel to another part of the world to see some of my country's culture. I think I would feel more patriotic and excited about my country if I could show visitors some of the best art made by my country's artists. **KEY #4A** For these reasons, I think that art belongs in the same country as the artists who make it.

1. **Vary your vocabulary and sentences**—Using specific terms such as "patriotic" and "excited" is good, and the response did use some extended complex construction.
2. **Use natural, conversational transitions**—"For example" and "for these reasons" are very good uses of transitional phrases.
3. **Correct your grammar as you go**—There are no clear errors, so there wasn't much to correct.
4. **Finish strong**—Though our final statement could be even stronger, it does contain an appropriate transitional phrase, and it restates clearly the position on the issue in the prompt.

Now examine another.

The Internet and cell phones have revolutionized how people communicate with each other. But some people say that even though the technology has changed, the communication is the same. Do you agree or disagree that communication between people has fundamentally changed?

It's true, I do believe that today with Internet, with SMS, with text messaging, with cell phones and with emails, people do have a quicker way of communicating with each other. Actually, it was my birthday recently, and I was quite surprised to see how many people left birthday wishes for me on my Facebook—people who otherwise wouldn't have sent me a postcard or a letter. And I also feel that this has changed how people communicate with each other. In some ways they are more friendly; they are happy to wish everyone a happy birthday. But, they also don't know people very well because they know—or think they know—so many people. I guess it is a question of quality and quantity. With that in mind, I would say that technology has certainly changed how people communicate with each other.

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Now, take a moment to examine this response.

1. What are the answer's strengths? Addresses the topic directly; uses details to support her statements.

Now consider whether the response uses the ***keys to scoring well***.

2. Did the response choose a clear position? Is it stated clearly early in the response? Yes, in the beginning and at the end.

3. Does the response use a few points to support a position? Is the use of language precise? Yes, there are words such as "otherwise" and "actually" used effectively.

4. Ask yourself if this is a strong response. Why or why not?

5. What are possible ways to improve this answer?

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Chapter 5

Practice

In the previous chapters, you have learned both how to prepare responses to the iTEP **Speaking** test and which elements create a strong response, including the **keys to scoring well** and the four **advanced keys**. It's time to make all this hard work pay off. It's your turn to start practicing with some real iTEP **Speaking** prompts.

Here is an important tip, so consider it carefully:

[Tip] **You must practice your speaking responses by speaking out loud.**

As mentioned earlier, the fundamental difference between iTEP **Writing** and iTEP **Speaking** is ... the speaking! You are not practicing your speaking if you are silently saying your responses to yourself. To effectively practice and show good improvement, you ***must*** speak out loud. And, to learn from your responses and make them better, make a point to record yourself and listen to your responses.

Here is a simple four-step plan for iTEP **Speaking** practice.

P - P - R - R

Prep, Practice, Review, Repeat

Prep—Read the prompt, and prepare your answer with personal notes to yourself about the topic.
Practice—Speak your response out loud, recording yourself if possible.
Review—Listen to your response and note what you did well and what you could improve.
Repeat—Do it all again! When it comes to speaking English, practice does make perfect. Nothing builds your skill better than repetition and good practice.

Now take a moment to review the four keys for good iTEP **Speaking**.

Four Keys to Scoring Well

- **Key #1**—***Address the topic***
- **Key #2**—***Speak accurately and correctly***
- **Key #3**—***Support the statement with details and examples***
- **Key #4**—***Don't worry about right or wrong answers***

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Practice Prompt 1

30 seconds to Prep

45 seconds to Speak

> Some people work for one company for most of their lives. Other people work for several different companies. Which do you think is better?
>
> Talk about which you think is better and why you think so.

30 seconds to Prep

Notes: _____

45 seconds to Speak—Go!

Review your response

Strengths: _____

Areas to improve: _____

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Now try another:

Practice Prompt 2

30 seconds to Prep

45 seconds to Speak

> Some people use the Internet for finding important information while others use it to connect to people. What is one way that you use the Internet? How does it help you?
>
> Talk about one way that you use the Internet that is helpful to you.

30 seconds to Prep

Notes: _____

45 seconds to Speak—Go!

Review your response

Strengths: _____

Areas to improve: _____

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*The next three prompts will be from **Speaking Part 2** and will require longer responses.*

Make sure to add some of the advanced keys to your responses.

ADVANCED KEYS for Speaking

- ***Vary your vocabulary and sentence structure***
- ***Use natural, conversational transitions***
- ***Correct your grammar as you go***
- ***Finish strong***

Practice Prompt 3

45 seconds to Prep

60 seconds to Speak

> Many countries are very concerned about saving the environment and have very restrictive laws to limit pollution. They insist that other nations follow these laws and restrictions as well. Some other nations say they have other priorities and can't afford to follow such restrictions. They say each nation should have the right to choose for itself. What do you think? Should all nations agree to the same laws about the environment, or should each country have the right to choose for itself?
>
> Talk about which you think is better and why you think so.

45 seconds to Prep

Notes: _____

_____

_____

_____

_____

60 seconds to Speak—Go!

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Review your response:

Strengths: _____

Areas to improve: _____

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Now try another!

Practice Prompt 4

45 seconds to Prep

60 seconds to Speak

> In many countries, lawmakers fund public projects by increasing taxes on all items that are sold. These items are called purchased goods. Opponents to these plans say that it would be fairer to tax based on income instead of sales. Which is a better solution? Should taxes be based on the sale of goods or on people's incomes?
>
> Talk about which you think is better and why you think so.

45 seconds to Prep

Notes: _____

_____

_____

_____

_____

60 seconds to Speak—Go!

Review your response

Strengths: _____

_____

_____

_____

_____

Areas to improve: _____

_____

_____

_____

_____

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Here's another to try.

Practice Prompt 5

45 seconds to Prep

60 seconds to Speak

> Certain schools restrict students' access to cell phones and mobile devices, saying that students' use of these devices distracts from learning in the classroom. Some students' 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? Should schools be allowed to restrict students' use of cell phones and mobile devices?
>
> Talk about which position is better and why you think so.

45 seconds to Prep

Notes: _____

60 seconds to Speak—Go!

Review your response

Strengths: _____

Areas to improve: _____

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To Review

- iTEP Speaking requires PREPARATION and PRACTICE!
- PREPARE by brainstorming ideas and writing personal notes.
- PRACTICE by speaking out loud and recording your practice.
- LISTEN to your answers and try again.
- PRACTICE—PRACTICE—PRACTICE!!!!

Prep, Practice, Review, Repeat.

Prep. Practice. Review. Repeat.

PREP!
PRACTICE!
REVIEW!
REPEAT!

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Conclusions

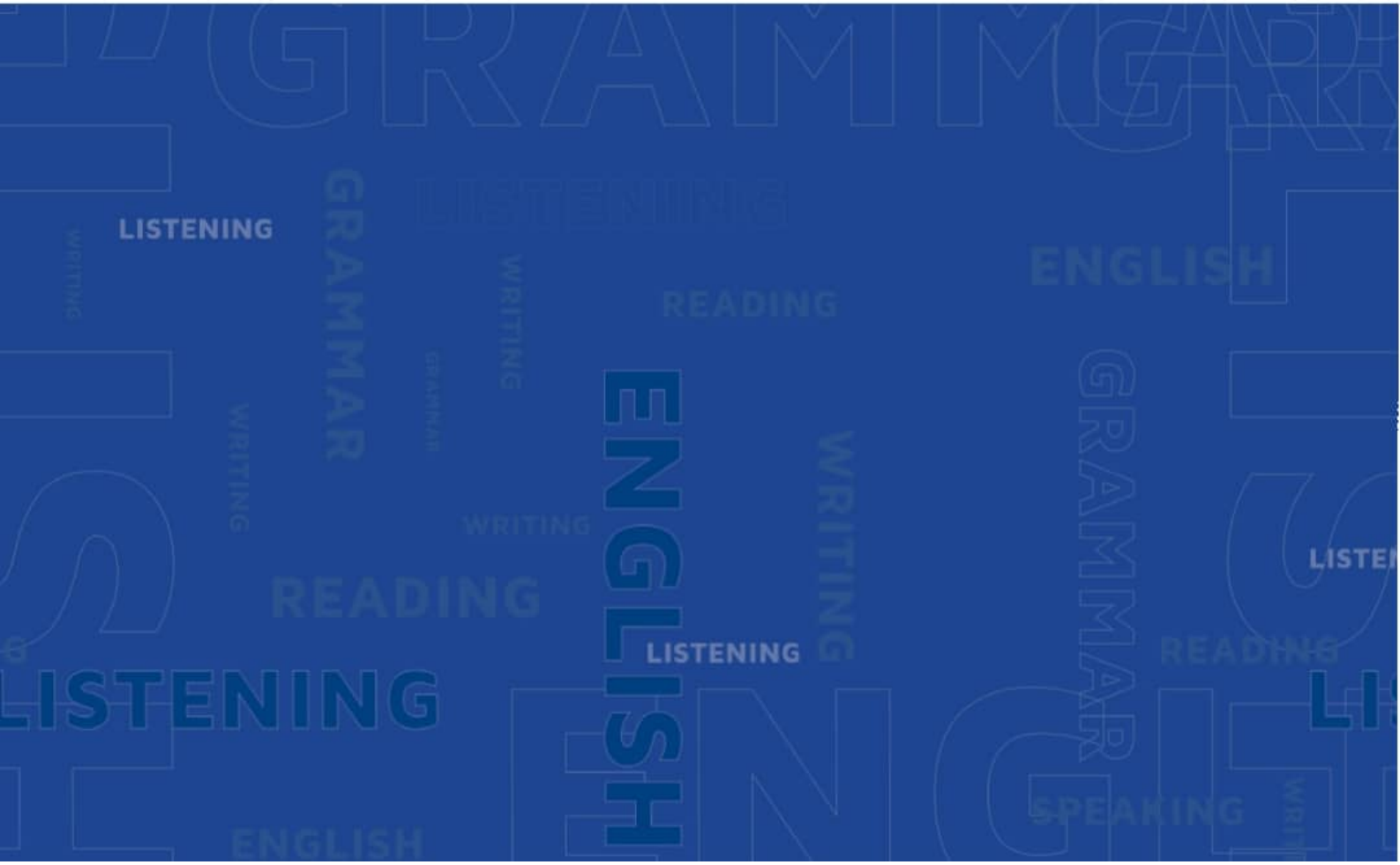
1. Practice speaking in English as often as possible.
2. Speak to native English speakers and ask them if you are pronouncing words correctly. Use the Internet to listen to native English speakers.
3. Practice speaking into a recorder, then listen to the response to improve clarity. Know the directions and question types beforehand.
4. Prepare possible speaking points before you take the test. Think of ideas for your responses. Use the preparation time to plan the points to make in the speech.
5. For longer responses (**Part 2**), use the time to prepare your notes. Try to answer the questions fully in the time allowed.
6. Use transition words to make the main idea and supporting points of the speech clear. Give specific details and examples to support and develop the main point.
7. Use words precisely and speak calmly.
8. Speak to a friendly audience. Imagine you are speaking to a friend or teacher when you are speaking your response.
9. As you listen to your recorded response, try to note whether there are any specific sounds, such as long vowels or combinations of consonants, that you find challenging. Every language is distinguished by specific phonemes, sounds common to that language. There may be some phonemes in English that are new to you. If you find them, practice saying them!

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APPENDIX

Scripts & Answer Keys



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Appendix:

Additional Practice

Following are two unit quizzes. One of the quizzes is for SLATE levels, and the other is for iTEP ACADEMIC. It's great to practice as much as possible, so it's a good idea to try both of the quizzes.

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SLATE Listening Scripts

SLATE Part 1

Schedule

- Woman: So, have you gotten your schedule for next week?
- Man: Yeah, my boss said I can have that Sunday off because I told him about our trip.
- Woman: Perfect! This is going to be so much fun.

Q1: Who gave the man his schedule?

A. the woman
B. he got it himself
C. the man's boss
D. the woman's boss

The Dance

- Woman: Do you think you're going to ask her to the dance this weekend?
- Man: Well, I don't know yet. I am mostly just afraid that she is going to say no.
- Woman: You just have to see for yourself. You'll never know until you try!

Q2: From the conversation, what can we assume about the man?

A. He is confident and bold.
B. He is intelligent.
C. He is shy and reserved.
D. He is sickly and ill.

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The Paper

- Woman: Did you finish the paper that I assigned?
- Man: Yes, I finished it last night. Would you like me to email it to you, or should I bring in a paper copy?
- Woman: It's best if you email it.

Q3: According to the conversation, when did the man finish the paper?

A. this morning
B. this afternoon
C. last week
D. yesterday

Would It Be Okay?

- Boy: Would it be okay for me to go meet up with some friends before the football game?
- Woman: That's fine, as long as you finished picking up the clothes in your room.
- Boy: Shoot! I haven't done that yet. I'll go do it right now so that I can go.

Q4: Where does this conversation likely take place?

A. at a football field
B. in a classroom
C. in the cafeteria
D. in a house

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SLATE Part 2

Too Much Homework

- Man: Mrs. Jones, do you have a minute to talk to me about the homework that you assigned?
- Woman: Sure, David. Are you having a problem understanding the material?
- Man: No, it's not that. I like the way that you explained how to figure out these math problems. I actually enjoy this type of math.
- Woman: Well, thank you. I'm glad that you are enjoying the material. But what is it that you want to talk about?
- Man: Actually, I just don't feel like it is fair to expect us to do this much homework. You know that this isn't my only class. I have a project that I am working on for my history class and I have a paper that is due tomorrow for my literature class.
- Woman: Oh, well I appreciate you coming to me with your concern. But tonight's assigned homework should only take you about 30 minutes to complete.
- Man: Are you serious? I could see it taking me three hours or more.
- Woman: Three hours? I'm only asking that you complete the assignment at the end of the third chapter.
- Man: But doesn't that include doing all of the practice quizzes in the third chapter and the practice test at the end?
- Woman: No, you don't have to do those. All I'm asking for you to complete is the assignment that is printed on the last page of the chapter. It is the section that comes before the practice test.
- Man: Oh, I am so sorry, Mrs. Jones. I thought for sure that you meant for us to complete all of the questions that are included throughout the third chapter. And I took that to mean that we also had to do all of the practice quizzes and the practice test.
- Woman: I'm sorry, David. I can see how you could have been confused by the way that I explained the assignment. I definitely could have done a better job at giving the instructions for tonight's homework.
- Man: Oh, it's okay. But Mrs. Jones, I don't think I am the only student who was confused.
- Woman: Why do you say that?
- Man: Because I heard Josh and Jake complaining about the number of hours of homework that they think you assigned for us to do. I'm pretty sure that they also think we have to complete all of the practice quizzes and the practice test.
- Woman: Well, if I have confused multiple students, then it was definitely my fault for not doing a better job of explaining the assignment.
- Man: I'm just afraid that Josh and Jake are going to stress themselves out tonight.
- Woman: I don't want them to stress out because I made a mistake.
- Man: They are already on the bus. But I could call them when I get home and let them know that all we have to do is the short assignment.
- Woman: That would be awesome if you would do that for me. Thank you so much, David.

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Q5: What class does the woman teach?

A. History
B. Math
C. Literature
D. Science

Q6: Why does the student talk to the teacher?

A. He is struggling to understand class.
B. He is concerned about his grade.
C. He wants to change classes.
D. He is worried about the amount of homework for class.

Q7: Why will the student call his classmates?

A. to tell them not to do a homework assignment
B. to help them complete a homework assignment
C. to ask for a homework assignment
D. to clarify a homework assignment

Q8: What is this conversation mainly about?

A. getting help with class
B. asking a teacher for options to improve his grade
C. understanding the length of an assignment
D. asking for advice

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SLATE Part 3

Lecture—Pavlov's Dog Experiment

Alright everyone, sit down and take out a piece of paper and a pencil. We're going to talk about one of the experiments you read about in your textbook last night—Ivan Pavlov's famous dog experiment. I know the reading assigned last night about the experiment was a little hard to understand. I promise you, though, that this is actually a very simple experiment and a very important one, too. I'll simplify it for you. The reading talked a bit about the scientist in charge of this experiment, right? His name was Ivan Pavlov. He lived during the 1800s in Russia and was a very smart and well-respected man. He's most well-known for his dog experiment, the one you read about last night, but he also researched human anatomy, too.

Right, so like I said, I know the reading about the experiment was kind of hard to understand. Really, Pavlov's experiment was very simple and actually, that's the way it is with most experiments in psychology. The experiments are really simple but the results are important. Pavlov conducted his experiment at a medical school in the 1890s. He started his experiment by stating, "There are some things a dog doesn't have to learn." That's true, right? A dog doesn't have to learn to blink or breathe or salivate, which is just when they create saliva (or spit) in their mouths. And neither do we, right? No one taught you any of those things. That's because all of those actions are instincts. We are born knowing how to do these things; they happen automatically. Pavlov took his idea that there are some things dogs don't have to learn how to do such as to salivate, or create saliva, and he created an entire experiment around it.

Pavlov said that the actions dogs don't have to learn how to do, such as creating saliva, are reflexes or unconditioned responses. No one had to condition—or teach—the dog how to create saliva. Pavlov tested that idea a little bit. He took some dogs and he set food in front of them. The dogs saw and smelled that food and they started to drool, of course, because they wanted to eat the food. And Pavlov wondered if he could train—or condition—the dogs to drool when he didn't set any food in front of them. Could he make them automatically create saliva? Pavlov decided that he was going to use a bell. He called the bell a neutral stimulus, which basically just means the bell had nothing to do with the dogs or their food; if Pavlov rang the bell it wouldn't make the dogs automatically do anything. Pavlov went back to his dogs and he put the food in front of them except this time, when he put the food in front of them, he rang the bell. And he did this over and over and over again.

Give the dog food; ring the bell. Give the dog food; ring the bell. Eventually, after he did this enough times, he rang the bell but he didn't give the dogs any food. And even though he didn't give the dogs any food, the dogs began to salivate when they heard him ring the bell. He called their response, how they began to drool when there was no food and just a bell, he called that a conditioned response because he conditioned, or taught them, to do that automatically. And he called the bell, which used to be a neutral stimulus, a conditioned stimulus because now, when he rang it, the dogs automatically did something. And that's the whole experiment. It's pretty simple, right? It's just some dogs, some food, a bell, and saliva. But this experiment actually was a major breakthrough back then and is considered to be one of the most important experiments in psychology.

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Q14: How does the professor describe Pavlov's experiment?

A. It is complex and difficult to understand.
B. It is complex, but easy to understand.
C. It is quite simple, but difficult to understand.
D. It is quite simple and easy to understand.

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And if you think about it, you might even kind of see Pavlov's experiment at work in your own life with your own dog. For example, your dog's leash is really just a piece of fabric, right? But when you pick up your dog's leash your dog probably gets really excited and starts jumping around because he has learned that the leash means he gets to go on a walk. The leash was a neutral stimulus, but now it's a conditioned stimulus. Your dog getting excited was an unconditioned response, but now it's a conditioned response. Pavlov's findings are at work in your own life!

Q9: According to the professor, which of the following statements is true?

A. Dogs learn quicker with a bell.
B. Pavlov's results were not accepted during his lifetime.
C. Dogs do not learn to produce saliva.
D. It is more difficult to train a dog that is older.

Q10: What is the lecture mainly about?

A. a famous experiment
B. training your dog
C. the benefits of saliva in dogs
D. the role of bells in dog training

Q11: Why does the professor mention a dog leash?

A. to explain a good way to train a dog
B. to show how people can control dogs
C. to persuade the reader to be a responsible dog owner
D. to give an example of a conditioned response

Q12: Which of the following could be implied from this lecture?

A. Pavlov's findings are no longer relevant.
B. Pavlov trained dogs to do many different things.
C. It would be possible to condition dogs to salivate by using a violin instead of a bell.
D. Pavlov's experiment would be considered unethical by today's standards.

Q13: What class does the professor teach?

A. history
B. biology
C. psychology
D. zoology

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Presentation

- Man: I'm scheduled to give a presentation in class next Tuesday, but I will be out of town.
- Woman: I guess we will have to reschedule your presentation. Are any of your classmates willing to switch days?
- Man: I will ask a few people and see what they say.

Q4: What is this conversation most about?

A. working out a scheduling problem
B. succeeding on the presentation
C. the best time to do the presentation
D. getting help from classmates

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ACADEMIC Listening Scripts

ACADEMIC Part 1

82nd Street

- Woman: Excuse me, does this bus go to 82nd Street?
- Man: This bus goes to 82nd Street and Main Street, but if you want to get to 82nd and Broad Street, you'll have to wait for the next bus.
- Woman: I need to go to Broad Street, so I'll wait for the next bus.

Q2: Where will the bus driver stop?

A. 82nd and Main Street
B. 82nd and Broad Street
C. Only Broad street
D. The driver's bus is not in service.

Dishes

- Man: There are a lot of dishes in the sink, and I think it's your turn to wash them.
- Woman: I think it's you turn, actually. I just washed them yesterday.
- Man: Oh, I forgot. I will get started on them in a few minutes.

Q1: When will the man wash the dishes?

A. tomorrow
B. later in the day
C. next week
D. soon

The Last Question

- Woman: I'm worried that my answer for the last question on our homework assignment is incorrect.
- Man: I left my assignment at home, and I don't remember what I wrote. Maybe I can call you when I get back, and we can compare our answers.
- Woman: That would be good. I should be home by 8 p.m.

Q3: What is true about the man's homework assignment?

A. The last answer is incorrect.
B. He already handed it in.
C. It's at his home.
D. It is not yet complete.

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ACADEMIC Part 2

Applying for Loans

- Man: Still searching for scholarships on the web?
- Woman: Yeah, I've found a few I want to apply to. A couple are asking me to fill out a form.
- Man: The government loan? Yeah, it's online. Go to studentloans.ed.gov and complete it.
- Woman: I really don't have time today.
- Man: It took me only about fifteen minutes.
- Woman: Okay, but I don't have a job or good credit history.
- Man: That doesn't matter. They ask you about your parents' income, but only if you depend on them for money. They'll also ask about which school you're attending, what year you are in school and when you intend to graduate.
- Woman: Sounds pretty easy. So I really need to fill it out if I want scholarship money?
- Man: You won't need it to apply to every scholarship, but based on their determination, you may qualify for government loans, grants, and maybe federal work study.
- Woman: How much did you pay for the application fee?
- Man: Nothing. It's free. Just go to the home page and click the tab that says, "Free Application."
- Woman: Wow. Sounds too good to be true.
- Man: It really isn't. And you can fill it out on your own time. If you start the application and have to stop in the middle, save it under your account.
- Woman: I have to set up an account? Ugh! Sounds tiresome.
- Man: It's not tiresome. You just need to create a user name and password. It's similar to setting up an email account. Once you have your email and password, begin the application. And like I said, you don't have to fill out the entire form in one sitting. You can always save it and go back to it. Just remember to get it done by the deadline.
- Woman: There's a deadline?
- Man: I think the deadline is June 30th for the upcoming school year. Check the website to make sure, though.
- Woman: What happens after I fill out the application?
- Man: Usually within a few days you get a report back. Your report will tell you which types of aid you qualify for.
- Woman: Did you qualify for any financial aid?
- Man: Yes. My family is low-income, so I got a grant. I'm supposed to get a few thousand dollars from it when school starts back in the fall. I don't anticipate taking any loans, but if I need them, they're available.
- Woman: I'll fill out the government loan application right now. Thanks!

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Q5: Why should a student visit the studentloans.ed.gov website?

A. to apply for loans only
B. to apply for grants only
C. to apply for loans and grants
D. to check the bank account

Q6: From the conversation, what can be assumed about the man's parents?

A. They do not make a lot of money.
B. They are paying for all of his expenses.
C. They are very wealthy.
D. They have many other children,

Q7: Why does the man talk to the woman?

A. He wants to learn about loans and grants.
B. He wants to teach her about improving her credit score.
C. He wants encourage her to apply only for grants.
D. He wants to teach her how to apply for loans and grants.

Q8: Why is the woman reluctant to apply for loans?

A. She thinks it's too difficult and time consuming.
B. She already owes a lot of money.
C. She thinks she will not qualify.
D. She does not know how.

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ACADEMIC Part 3

Epigenetics—How Our Lifestyle Determines Which Genes Get Turned On

Most of the things that we call chronic diseases are related to lifestyle and environment. What you eat, the people you are socially connected with, your spiritual life and your general mood all factor into your overall health. But your daily habits also determine which of your genes get turned on. The study of gene expression over the lifetime of a person is known as epigenetics. OK, so what is epigenetics? Epigenetics is basically the study of which genes get turned on and off.

If a doctor says to you that you have the gene that makes you more prone to be fat, or I should use the medical term "obese," then you still have a say in whether or not that gene gets expressed, or turned on. I know that if I had that gene, I'm not going to eat junk food. I'm going to start eating green leafy vegetables and nuts. I'm probably also going to watch my sugar intake. And I'm going to go out and exercise because I do not want that obesity genes to express.

It can be useful to think of epigenetics in terms of an analogy. Our genes can be thought of as a series of light switches. Imagine the genes that you inherit from your parents as the light switches in a house. Now imagine that each room in the house has one or more light switches. Depending on where you spend your time in the house, some of those light switches will be turned on more often than others. This is the basis of epigenetics. Even though you inherit a set of genes from your parents, the genes will get turned on and off based on the life that you live.

OK, you might be asking how epigenetic theories can be tested. Well one of the most fascinating ways is to study identical twins. Identical twins look the same genetically when they are born. But if you were to genetically test the twins when they turn 50, you would probably see two very different people. They've each turned different genes on and off depending on their lifestyle choices. Populations with similar genetic traits are also interesting to study for tracing gene expression. Researchers have studied why an Amish community, who happens to carry the obesity gene, does not get obese. It's because the Amish are very active people who walk and exercise as part of their daily routine. The research showed that the obesity gene stayed dormant because of the physical activity.

What if we taught people to follow a vegan diet and to start exercising more? We could teach healthy activities like doing yoga, learning to meditate and participating in an active social life. Doesn't that sound like a good prescription to fight against any disease? It turns out that just as genes get turned on, certain genes can be turned off if we adopt healthy habits. Even dangerous cancer genes can be turned off with lifestyle changes. In this way, it turns out that lifestyle change is one of the most powerful forms of medicine.

When we think about the origins of medical problems, we have to take toxin exposure into consideration. Cardiologists who work with heart patients understand that over-exposure to mercury is linked to coronary heart disease. Researchers also know that the cadmium mineral is linked to kidney disease. The children in Flint, Michigan, who were exposed to lead-tainted water might suffer from developmental disabilities. The potential impact of toxins is not just in heavy metals, but it's also in the air that we breathe. It's also in the water that we drink, which might contain BPA that has leached out of plastic bottles.

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Genetic information is even used by doctors to guide them on what drugs work best for their patients. But it's also true that we can't just take pills and think that medicine alone will cure us. I think the approach of taking a pill and thinking that it's going to cure everything is very limiting. We are each responsible for our own health, and we can all take steps to improve our daily lives in ways that make us less likely to get sick. For most people, that means eating a diet rich in vegetables, getting daily exercise and allowing plenty of time to laugh with friends.

Q9: According to the professor, which of the following statements is true?

A. We have some control over how our genes affect our health.
B. Genes determine everything about our health.
C. We can turn some genes on but not off.
D. We can turn some genes off but not on.

Q10: What is the lecture mainly about?

A. how genes affect our health
B. using genes to predict illnesses
C. how our behaviors affect our genes
D. which genes control disease

Q11: What does the professor imply when he/she says:

'It can be useful to think of epigenetics in terms of an analogy. Our genes can be thought of as a series of light switches. Imagine the genes that you inherit from your parents as the light switches in a house. Now imagine that each room in the house has one or more light switches. Depending on where you spend your time in the house, some of those light switches will be turned on more often than others.'

A. Our genes will determine if we get sick.
B. We have no control over our lives and if and when we get sick.
C. We have complete control over our lives and if and when we get sick.
D. We have some control over our lives and if and when we get sick.

Q12: What is the professor's purpose in giving the lecture?

A. to introduce a scientific concept
B. to encourage healthy living
C. to describe how genes affect our health
D. to explain how genes function in our bodies

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Q13: According to the professor, which of the following has the least impact on genetic expression?

A. pills
B. diet
C. behavior
D. exercise

Q14: Why does the professor mention identical twins as adults?

A. to explain how genes may increase the likelihood of suffering from a disease
B. to explain how genes never change from birth
C. to describe how genes are affected by lifestyle choices
D. to encourage healthy living

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Answer Key

Unit 1 Grammar

Chapter 1 Quiz

Part 1: Fill in the Blank

1. = A. On Mondays, my sister _____ her bike to school before she meets up with her friends for coffee.
2. = B. Right now, I _____ an essay on Marianne Moore; she is my new favorite poet.
3. = A. The Mona Lisa is a classic painting, and there _____ a print hanging in my grandmother's living room.
4. = C. Back in 2001, I _____ all the way from San Francisco to Los Angeles.
5. = A. For 100 years the Daughters of American War Veterans _____ been donating time with people.
6. = B. Two years ago, both Mike and Nick _____ from the university with the best grades.
7. = A. Since her tenth birthday, she _____ been practicing daily on her flute.

Part 2: Error Correction

8. = B. Every night, Kara reading to her daughter as she rocks her to sleep after dinner.
9. = D. This morning I started a music class; now I is learning piano.
10. = A. We did visited the local farmers market several times this year.
11. = B. Yesterday after school, she walks to the library all by herself.
12. = A. Occasionally, the rain fell for hours, keeping everyone inside where they watch movies until the rain stops.
13. = D. My job is hiring new staff, so now they have giving me less hours.
14. = D. When she was in the fifth grade, Tina win the spelling competition.
15. = B. Every year, my family is watching the fireworks that explode in the sky on Memorial Day.

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Chapter 3 Quiz

Part 1: Fill in the Blank

1. = B. The food _____ by the students in the cafeteria at lunch time every day.
2. = B. The children _____ been taught the correct way to spell their first and last names.
3. = C. The boxers _____ by experienced trainers every day of the week for four months.
4. = C. The driver has been _____ the directions to the soccer game in the village.
5. = D. The homes _____ out of wood found in the surrounding area.
6. = D. The answer would have been right but there _____ no full stop at the end.
7. = B. The food has to _____ shared evenly among all of the children in the morning class.
8. = B. The car _____ by a mechanic with 10 years of experience.

Part 2: Error Correction

9. = B. The ball has hit by a bat in both the sports of cricket and baseball.
10. = A. Had been seen from the window, everybody knew exactly where they hid the money.
11. = D. The shoemaker was being told exactly what repairs the little boy's brown shoes needing.
12. = A. Before having been told the rules, the participants are expected to follow them exactly.
13. = B. All the soldiers are been told what to do if they encounter the enemy.
14. = A. The potato was peeling using a special type of knife called a potato peeler.

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Chapter 2 Quiz

Part 1: Fill in the Blank

1. = A. _____ it's raining, the children will not be able to go outside and play.
2. = C. Megan is going to major in science _____ she wants to become a physicist.
3. = A. Vehicle damage will continue_____ the state does not repair the many potholes on local streets and highways.
4. = C. Martha prefers to watch jazz and tap-dancing performances _____ her husband prefers a classic ballet production.
5. = D. My family likes to begin Christmas shopping early, _____ no major unexpected bills pop up.
6. = C. Wait until you hear from me _____ you complete the application for the student loan.
7. = D. _____ David Hockney is nearly 80 years old, he continues to create art in new ways using modern media and technology.
8. = C. Wait _____ you save enough money for a down payment, before you try to purchase a car.

Part 2: Error Correction

9. = B. I will leave 20 minutes early when I arrive on time even if there is traffic.
10. = A. Where my brother is living at home with our parents, he'll save money.
11. = C. The kids want to go to the zoo after school, whereas the snake exhibit is open.
12. = B. You can be happy unless you take the steps to make yourself so.
13. = C. Kathryn is willing to become an American citizen in order to marry the man she loves by the time she was raised as a Chinese citizen.
14. = B. Introverted people are said to find renewed energy from spending time alone before extroverts recharge in the company of others.
15. = A. Since you eat all of the food on your plate, you can have ice cream for dessert.

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Chapter 4 Quiz

Part 1: Fill in the Blank

1. = A. The administration agreed _____ a meeting with parents about next year's calendar.
2. = B. The thief would not admit _____ stealing the sports car, so the police showed him the video footage and then he admitted _____ it.
3. = C. The school will _____ threatening or bullying behavior by any student; there is simply no tolerance for this.
4. = C. The girl's mother did not approve _____ the way she was dressing, so she changed into an outfit her mother approved _____.
5. = A. Our supervisor advised all the employees _____ all their reports completed prior to the meeting.
6. = D. The doctor advised _____ instead of taking the car in order to work some exercise into each day.
7. = D. Politicians will argue _____ anything it seems, even when there is nothing for them to be arguing _____.
8. = B. The new paintings at the art museum appear _____ coming sometime this coming fall.

Part 2: Error Correction

9. = A. Our congress will aim focusing their attention on making our country a better place.
10. = C. Once we get through looking at all of these photos we can beginning organizing them.
11. = B. News reporters like to talk with what is happening all around the world.
12. = C. We promised ice cream to the kids if they wanted working for it after their chores were done.
13. = B. The Athletic Department proposed to starts having concessions on both sides of the gym by the entrances.

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Chapter 5 Quiz

Part 1: Fill in the Blank

1. = A. Sporting events are much more fun when you go _____ a big crowd of your best friends.
2. = C. My mom likes to keep her chocolate _____ the refrigerator so that it doesn't melt.
3. = A. The CEO makes the big decisions since he is the head _____ the company, even though he is out of touch with the consumers.
4. = C. It was a long trip, but we were glad we drove _____ the beach because the weather was so beautiful.
5. = B. David wanted to impress Sarah, so he bought a very expensive, beautiful present _____ her.
6. = A. The President of the United States lives in the White House, which is located _____ 1600 Pennsylvania Avenue in Washington, D.C.
7. = A. Sarah is _____ Montreal, since that's where she grew up, but now she lives in New York.

Part 2: Error Correction

8. = B. The tall trees in the forest cast shade from the smaller plants, so plants that grow well in shade tend to grow best there.
9. = D. North America is in the western hemisphere, and Europe is in the eastern hemisphere, with the Atlantic Ocean like them.
10. = D. Cuckoo clocks are unique because they have a little bird that pops between and chirps every hour.
11. = C. Jo realized too late that she had a stain on the back of her dress, so she had to stand with her back under the wall all night so that no one could see it.
12. = C. Oliver was enjoying the play very much, so he was annoyed when a baby started crying on the second half and he couldn't hear.
13. = D. When Kile wanted to lose weight, he decided to start drinking his coffee during cream or sugar in it.
14. = C. There were many tests of space flight, like sending a dog into space, against anyone would risk sending a human.
15. = C. Colleen's apartment had a bakery through it, and she loved to smell the bread baking on the ground floor early every morning.

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Chapter 6 Quiz

Part 1: Fill in the Blank

1. = B. The best time to wake up is just as ___ sun comes up.
2. = A. The boys wanted to find out if _____ teammates would be at the party.
3. = D. Because the play started late, _____ parts were cancelled.
4. = C. Jane never expected a gift from _____ person.
5. = D. On the way to the park, pick up _____ hot dog.
6. = B. _____ orange is a type of fruit that has to be peeled.
7. = B. The dentist said that _____ teeth needed to be pulled.

Part 2: Error Correction

8. = D. It turns out that the bugs were just attracted to those light.
9. = B. They decided to rescue a older dog from the shelter.
10. = A. Taking this pictures will show those people where the boat is at.
11. = B. She took her phone to the store with to hope that it could be fixed.
12. = B. Whenever we decide which of a cars we like, we will tell the children.
13. = C. Mistakes are easy to make when these TV is on.

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Chapter 7 Quiz

Part 1: Fill in the Blank

1. = C. My grandfather has always bought cars from the same automobile company. It's _____ only car he drives.
2. = A. Did you know that they have competitions for ugly dogs, where they choose the one that is _____?
3. = B. The money that was spent on this house by the new corporate owners was not as _____ as that one.
4. = D. The results from the people that took their time and double checked their work were more accurate _____ that of other groups.
5. = B. There are plenty of hard metals; however, diamond proves to be the _____ known to man.
6. = D. The male cardinal chirped pleasantly in the branches of the willow tree, but _____ as the melodic yellow warbler.
7. = B. The responsible teenager was not _____ frivolous as her friend who spent her whole paycheck on a manicure.
8. = B. Grizzly bears are much _____ than Arctic polar bears but just as ferocious.

Part 2: Error Correction

9. = B. A necklace made with gold, diamonds and platinum is most precious than that made from sterling silver and semi-precious stones.
10. = B. The car collector's 1957 Chevy was cleanest than the brand new Cadillac parked next to it.
11. = D. After the students bit into an orange and a lemon, they determined that the orange was not like tart as the lemon.
12. = C. Dogs are pack animals that enjoy socializing and are easily trainable, while cats are more solitary from dogs, and are very difficult to train.
13. = D. I don't stay out very late, midnight is usually the late I stay out.
14. = D. Not all metals are created equal; for example, iron alloys are a mixture of two or more metals that make them strongest than pure metal.

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Chapter 8 Quiz

Part 1: Fill in the Blank

1. = C. _____ issue is with the warehouse supervisor's poor communication skills and attendance policy.
2. = D. My mother is too impatient to wait for me, so she cleaned the house _____.
3. = B. The teacher approached me after class to ask why I had forgotten to bring _____ books.
4. = A. Evan plays basketball every Thursday, and he left _____ shoes at the last practice.
5. = B. Our cabin is just over the hill, _____ is yet another ten miles beyond ours.
6. = A. _____ have received a passing grade on Mr. Henry's history final exam.
7. = A. You went to the doctor to receive the results of _____ medical tests.

Part 2: Error Correction

8. = A. There has to do it, and has to do it quite well to pass the test.
9. = D. You don't even like dark chocolate, so I think that candy bar has to be them.
10. = D. The president does run the country; however, he does not make all of the rules herself.
11. = A. Themselves did the hard work and reaped the reward, which included a pay raise.
12. = D. A country's laws reflect the values, morals, and ethical standards of your people.
13. = D. Frida Kahlo explored many different themes such as identity, race and gender in your paintings.
14. = A. I worked herself to the bare bone despite not receiving a paycheck.

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Chapter 9 Quiz

Part 1: Fill in the Blank

1. = C. Kevin received a raise because his _____ was pleased with his job performance.
2. = A. He decided that _____ he needed was a cup of tea.
3. = D. She knew she had a _____ to clean her room soon.
4. = B. After five minutes, he finally decided _____ he wanted.
5. = C. Danny's _____ helped him get accepted to college.
6. = D. _____ Linda ordered for lunch, she would need to eat quickly.
7. = C. _____ they were going to dinner that night, Kelly wanted chicken.
8. = B. The _____ was coming on Tuesday to paint the old storage shed.

Part 2: Error Correction

9. = C. They were ready to go on a trip to how they all grew up.
10. = C. Because of the blizzard, Renee could not see that was in the distance.
11. = D. When shopping for a refrigerator, Devin found that there were many alternatively.
12. = A. A person where sees the glass as half empty struggles to find silver linings.
13. = D. Byron liked going to the art museum because it inspired his creative.
14. = A. That left the door open let leaves blow into the living room.

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Chapter 10 Quiz

Part 1: Fill in the Blank

1. = C. Their parents would have punished them _____ they had not done their chores this week.
2. = B. If more people had voted for the law regarding a neighborhood curfew, it would have been _____.
3. = D. If you have your hair dyed platinum blonde, you will look so much prettier than _____ now.
4. = A. _____ Kate has enough time off from her job, she will take a trip to Europe over the summer.
5. = B. If Mom does not have her coffee first thing in the morning, she _____ extremely irritable and fussy.
6. = B. If Brian _____ to give you some money to buy lunch, you will pay him back the money owed tomorrow.
7. = C. If everyone in the world had access to medication, _____ would be a lot less disease.
8. = B. _____ had put air in the tires before you took the road trip, you wouldn't have gotten a flat tire.

Part 2: Error Correction

9. = A. Even if the new highway is a quicker route to travel, people will stop using the back roads.
10. = A. Unless me Mom goes to the supermarket this afternoon, she will buy some tomatoes for my dinner.
11. = A. Despite Jane won the mega millions lottery, she would go on a trip around the world.
12. = A. Should Peter have bought that house in the city, he would have had to remodel the bedroom.
13. = B. If Robin had spent all of her money, I will not be able to buy this painting.
14. = C. If you study hard in your Spanish class, you got a good grade at the end of the year.
15. = A. Should Mary can find the book that she lent me, she will give it back.

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Chapter 11 Quiz

Part 1: Fill in the Blank

1. = C. Last time he went to the store he got _____ and salami.
2. = D. Eric loves to go hiking, _____ or mountain biking.
3. = A. Have you ever wondered why Tolkien and Lewis fans argue when their themes of _____, valor, wonder, and philosophy rarely conflict?
4. = D. He didn't want to go to the _____, or the optometrist.
5. = D. American Idol judges should learn to listen more closely to vocal _____.
6. = B. When my dad got us a cat we thought it would run, _____ and leap around, but he just sleeps all day.
7. = C. Within each jar were collections of ribbon candies, exotic chocolates, _____ a host of other treats.

Part 2: Error Correction

8. = C. My new puppy likes to play fetch, to take naps, likes to eat his puppy chow.
9. = D. When she's bored at home she likes to play video games, read books, plus take a nap.
10. = D. The police contacted each member of the council with a report on cut lawns, and stray dogs, and overpriced lemonade stands.
11. = C. He not only learned to play the flute; he too learned to play the piano.
12. = C. Alice would rather sing in front of a crowd than giving a speech in front of class or perform a play in front of an audience.
13. = A. Finished the recipe means adding sea salt, apple cider vinegar, and a host of spices.

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Chapter 12 Quiz

Part 1: Fill in the Blank

1. = D. A careful student _____ cram for an exam the night before the test.
2. = B. Any given politician _____ be fully trusted to tell the truth.
3. = D. My mom _____ allow me to drive when I am 15.
4. = D. The coach said I should _____ my game skills at home.
5. = B. In the spirit of Gandalf, "You _____ pass!"
6. = A. You choose: _____ we eat at a five-star restaurant or fast food?
7. = A. All citizens must _____ their responsibilities seriously.
8. = B. Gravity dictates that what goes up _____ come down.

Part 2: Error Correction

9. = B. Serious athletes ought to coming to practice regularly.
10. = B. A serious soldier do pay particular attention to keeping his weapon clean.
11. = C. One ought to think twice before to smoke cigarettes, because they damage one's lungs.
12. = A. You have wear a hat today as it is very sunny.
13. = C. Running away from responsibilities could ending up resulting in serious problems.
14. = C. My best friend knew that his choices ought end up affecting his popularity.
15. = A. Gorillas must enjoying eating bananas, since they eat so many of them!

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Unit 2 Listening

SLATE Quiz

SLATE Part 1

1. = C
2. = C
3. = D
4. = D

SLATE Part 2

5. = B
6. = D
7. = D
8. = C

SLATE Part 3

9. = C
10. = A
11. = D
12. = C
13. = C
14. = D

ACADEMIC Quiz

ACADEMIC Part 1

1. = A
2. = D
3. = C
4. = A

ACADEMIC Part 2

5. = C
6. = A
7. = D
8. = A

ACADEMIC Part 3

9. = A
10. = C
11. = D
12. = D
13. = A
14. = C

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Unit 3 Reading

SLATE Practice

SLATE Part 1

1. = C
2. = D

SLATE Part 2

1. = C
2. = D
3. = B
4. = D
5. = A
6. = B
7. = A

ACADEMIC Practice

ACADEMIC Part 1

1. = D
2. = C
3. = B
4. = C
5. = B
6. = C
7. = A
8. = C

ACADEMIC Part 2

1. = C
2. = C
3. = C
4. = D
5. = A
6. = D
7. = B, C, D

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Unit 4 Writing

Chapter 2

Examples 1 & 2

Example 2 is the stronger essay. The writer of example 2 forms more developed paragraphs and demonstrates control of more complex sentence structures and vocabulary. For example, the author of example 1 writes, "When they become scarce the costs will go up and this will hurt poor countries and poor people." The example 2 author writes, "Scarcity will cause prices to go up, hurting poor countries and poor people." This sentence shows an example of a reduced causative clause connector. The use of "scarcity" shows an advanced vocabulary and usage.

Examples 3 & 4

Example 3 is the stronger essay for one simple reason. The author of example 3 maintains the same unifying topic throughout the whole essay. The author of example 4 jumps from one topic to another and therefore does not answer the question properly. The prompt asks for "one charitable cause," but the example 4 author gives three.

Chapter 3

Developing Thinking Skills

Topic A: example 2 is stronger
Topic B: example 3 is stronger

Chapter 5

Thesis Statements

1. weak
2. weak
3. weak
4. strong
5. strong
6. weak
7. weak
8. weak
9. weak
10. weak
11. weak
12. strong

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Chapter 8

Practice Exercises

Exercise 1

1. looking into = investigating
2. brought up = raised
3. step in = intervene
4. get rid of = eliminate
5. cut down = reduced
6. find out = establish
7. go up and down = fluctuate
8. put forward = proposed

Exercise 2 (possible answers)

9. tolerate, handle
10. started, created
11. debating
12. decline, fall, decrease, shrink
13. continued
14. postponed
15. demolished
16. reduced

Exercise 3

17. considerable
18. obtained
19. numerous / encouraging
20. consequences
21. extremely
22. arising

Exercise 4 (possible answers)

23. slightly
24. encouraging
25. meeting
26. prospered, flourished
27. internationally, abroad
28. fired, terminated, dismissed
29. superior

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