TOEFL® Strategy

Winning Multiple Choice Strategies for the TOEFL® Exam

Get the Full Version
https://efl-esl.com/toefl-2/
https://efl-esl.com/toefl-ch/
About Complete Test Preparation Inc.

The Complete Test Preparation Team has been publishing high quality study materials since 2005. Over one million students visit our websites every year, and thousands of students, teachers and parents all over the world (over 100 countries) have purchased our teaching materials, curriculum, study guides and practice tests.

Complete Test Preparation is committed to providing students with the best study materials and practice tests available on the market. Members of our team combine years of teaching experience, with experienced writers and editors, all with advanced degrees.

Feedback

We welcome your feedback. Email us at feedback@test-preparation.ca with your comments and suggestions. We carefully review all suggestions and often incorporate reader suggestions into upcoming versions. As a Print on Demand Publisher, we update our products frequently.

Find us on Facebook

www.facebook.com/CompleteTestPreparation
Reading Comprehension Course

Tutorials and loads of practice questions

Try a FREE Quiz

Listening Comprehension Course

Hundreds of questions with full audio - solving a problem, everyday conversation, listening for information, points of view and listening to news.

Try a FREE Quiz
Contents

6 Getting Started
   Test Strategy 8
   Multiple-Choice Quick Tips 11

15 Answering Multiple-Choice Step-by-Step
   Strategy Practice Questions 19
   Answers to Strategy Questions 39

52 Reading Comprehension Practice Questions
   Answer Key 66

92 How to Write an Essay
   Common Essay Mistakes - Example 1 101
   Common Essay Mistakes - Example 2 103
   Writing Concisely 105
   Avoiding Redundancy 107

115 How to Take an Oral Exam
   Preparing for an Oral Exam 115

119 How to Prepare for a Test

124 How to Take a Test
   Reading the Instructions 124
   How to Take a Test - The Basics 125
   In the Test Room – What you MUST do! 130
   Avoid Anxiety Before a Test 134
   Common Test-Taking Mistakes 136

139 Conclusion
CONGRATULATIONS! By deciding to take the TOEFL®, you have taken the first step toward a great future! Of course, there is no point in taking this important examination unless you intend to do your best to earn the highest grade that you possibly can. That means getting yourself organized and discovering the best approaches, methods and strategies to master the material. Yes, that will require real effort and dedication on your part, but if you are willing to focus your energy and devote the study time necessary, before you know it you will be finished the exam with a great mark!

We know that taking on a new endeavour can be a scary, and it is easy to feel unsure of where to begin. That’s where we come in. This study guide is designed to help you improve your test-taking skills, show you a few tricks and increase both your competency and confidence.

The TOEFL® Exam

The Test of English as a Foreign Language® (TOEFL®), designed and administered at more than 4,500 test centers in 180 countries by the Educational Testing Service (ETS). The TOEFL® is an Internet-based Test, or iBT. The official site for the test is https://www.ets.org/toefl

Note-taking (paper would provided by the center) is allowed during the test and only pencil or pen can be carried to the center. All notes are collected after the test.

You cannot take the test more than once every 12 days.


Registration

Register online on https://toefl-registration.ets.org/TOEFL-Web/extISERLogonPrompt.do or by phone or mail – download forms https://www.ets.org/s/toefl/pdf/iBT_reg_form.pdf

The test fees vary based on location and country. For test-takers in North America, depending on your province or state, you can expect to pay from $190 – $250. Test-takers in Asia or Europe can expect to pay around $200. Refer to the ETS site for prices in your area.

The following documents are required for registration

- A government-issued valid national/state/province identity card that is issued and recognized by the country,
- Recent photograph
- Signature
- ID proof must be presented at the center before test.

The Subjects

The TOEFL® four sections Reading, Listening, Writing and Speaking. The language tested is the type of language found in an academic environment.

There is a 10-minute break between the reading and listening tests and the writing and speaking tests.

Format is as follows:

**Reading:** 3-4 passages; 12-14 questions each; Total 60-80 minutes.

**Listening:** 4-6 lectures; 6 questions each; and 2-3 conversations; 5 questions each; Total 60-90 minutes

Ten-minute break

**Speaking:** 6 tasks; 2 independent and 4 integrated; Total 20 minutes
Answering Multiple-Choice Step-by-Step

Here is a test question:

Which of the following is a helpful tip for taking a multiple-choice test?

a. Answering “B” for all questions.
b. Eliminate all answers that you know cannot be true.
c. Eliminate all answers that seem like they might be true.
d. Cheat off your neighbor.

If you answered B, you are correct. Even if you are not positive about the answer, try to eliminate as many choices as possible. Think of it this way: If every item on your test has four possible answers, and if you guess on one of those four answers, you have a one-in-four chance (25%) of getting it right. This means you should get one question right for every four that you guess.

However, if you can get rid of two answers, then your chances improve to one-in-two chances, or 50%. That means you will get a correct answer for every two that you guess.

So much for an obvious tip for improving your multiple-choice score. There are many other tips that you may or may not have considered, which will give your grade a boost. Remember, though, that none of these tips are infallible. In fact, many test-writers know these tips and deliberately write questions that will confound your system. Usually, however, you will do better on the test if you put these tips into practice.

By familiarizing yourself with these tips, you increase your chances and who knows; you might just get a lucky break and increase your score by a few points!
Answering Step-by-Step

It might seem complicated and unnecessary to follow a formula for answering a multiple-choice question. After you have practiced this formula for a while, though, it will come naturally and will not take any time at all. Try to follow these steps below on each question.

**Step 1. Cover up the answers while you read the question.** See the material in your mind’s eye and try to envision what the correct answer is before you expose the answers on the answer sheet.

**Step 2. Uncover the responses.**

**Step 3. Eliminate or Estimate.** Cross out every choice that you know is ridiculous, absurd or clearly wrong. Then work with the answers that remain.

**Step 4. Watch for distracters.** A distracter is an answer that looks very similar to the correct answer, but is put there to trip you up. If you see two answers that are strikingly similar, the chances are good that one of them is correct. For instance, if you are asked the term for the distance around a square, and two of the responses are “periwinkle” and “perimeter,” you can guess that one of these is probably correct, since the words look similar (both start with “peri-”). Guess one of these two and your chances of correctly selecting “perimeter” are 50/50. More on this below.

**Step 5. Check!** If you see the answer that you saw in your mind, put a light check-mark by it and then see if any of the other choices are better. If not, mark that response as your answer.

**Step 6. If all else fails, guess.** If you cannot envision the correct response in your head, or figure it out by reading the passage, and if you are left totally clueless as to what the answer should be, guess.

Watch out for this strategy if the test you are taking penalizes for wrong answers. Only a few tests do this, and if so, then guessing is NOT a recommended strategy!
<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Multiple-Choice Strategy

Practice Questions

The following are detailed strategies for answering multiple-choice questions with practice questions for each strategy.

Answers appear following this section with a detailed explanation and discussion on each strategy and question, plus tips and analysis.

Strategy 1 - Locate Keywords

For every question, figure out exactly what the question is asking by locating key words that are in the question. Underline the keywords to clarify your thoughts and keep on track.

Directions: Read the passage below, and answer the questions using this strategy.

Free-range is a method of farming where domesticated animals roam freely, or relatively freely, rather than being kept in a pen or cage. Free-range can mean two different things depending on who you talk to. One definition, when talking to a farmer, is a technical description of a farming method. You may have seen free-range or free-run eggs in the supermarket. This is a consumer oriented definition. There are numerous benefits to farmers who practice free-range farming. Certification as a free-range producer allows farmers to charge higher prices and reduce feed costs. That’s not all - free-range methods also improve the general health of animals, which produces a higher-quality product. In addition, free-range farming allows multiple crops on the same land - another significant savings for farmers. Free-range certification is different from organic certification.
1. The free-range method of farming

   a. Uses a minimum amount of fencing to give animals more room.
   b. Can refer to two different things.
   c. Is always a very humane method.
   d. Only allows for one crop at a time.

2. Free-range farming is practiced

   a. To obtain free-range certification.
   b. To lower the cost of feeding animals.
   c. To produce higher quality product.
   d. All of the above.

3. Free-range farming:

   a. Can mean either farmer described or consumer described methods.
   b. Is becoming much more popular in many areas.
   c. Has many limits and causes prices to go down.
   d. Is only done to make the animals happier and healthier.

4. Free-range certification is most important to farmers because:

   a. Free-range livestock are less expensive to feed.
   b. The price of the product is higher.
   c. Both a and b
   d. The animals are kept in smaller enclosures, so more can be produced.
Strategy 6 - Opposites

For every question, no matter what type, look at answers that are opposites. When two answers are opposites, the odds increase that one of them is the correct answer.

Directions: Read the passage below, and answer the questions using this strategy.

Smallpox is a highly infectious disease unique to humans, caused by two virus, Variola Major and Minor. The Latin name for smallpox is Variola or Variola Vera, which means spotted.

In 1980, the World Health Organization certified that Smallpox had been eradicated. Smallpox is sometimes confused with Chicken Pox, however, they are a different virus.

The smallpox virus lives in the small blood vessels in the mouth, throat and skin. This gives a distinct rash in these areas, which turn into blisters. After being exposed to the Smallpox virus, symptoms do not appear for 12 to 17 days.

Variola Major is much more serious virus, with a mortality rate of 30 – 35%. Variola Minor is milder, with a mortality rate of only 1%. Variola Minor has a number of common names, including, alastrim, cottonpox, milkpox, whitepox, and Cuban itch.

Variola Major causes several long-term complications such as scars, commonly on the face, which occurs in about 65 – 85% of the survivors. Other complications, including blindness and deformities from arthritis and other complications are much less common, about 2 – 5%.
20. Smallpox
   a. Effects all mammals, including humans
   b. Is caused by a bacteria from contact with dead flesh
   c. Was called the great pox during the fifteenth century
   d. Only affects humans, although other species can carry and transmit the virus

21. Smallpox caused by Variola major has a
   a. Thirty to thirty five percent survival rate
   b. Sixty percent mortality rate
   c. Thirty to thirty five percent mortality rate
   d. Sixty percent survival rate

22. Smallpox caused by Variola minor is
   a. Much more severe, with a greater number of pox and more scarring
   b. Much less severe, with fewer pox and less scarring
   c. Characterized because there are no pox
   d. So minor that no treatment or medical attention is needed

23. Smallpox can be fatal
   a. In between thirty and thirty five percent of those who catch the virus, depending on the type
   b. In between thirty and sixty five percent of those who catch the virus, depending on the type
   c. When no medical treatment is available
   d. Only in developing countries where medical care is poor
Strategy 7 - Look for Differences

For every question, no matter what type, look at the two choices that seem to be correct and then examine the differences between the two. Refer to the stem to determine the best answer.

Directions: Read the passage below, and answer the questions using this strategy.

Lightning is one of the most amazing natural phenomenon. A popular belief is that lightning cannot strike twice in the same place. This however, is not true - lightning does strike in the same place frequently.

Lightning is an electrical discharge between clouds and the ground, or between two clouds. It is often accompanied with thunder during thunderstorms, dust storms and volcanic eruptions. Every year, there are an estimated 16 million lightning storms worldwide.

Bolts of lightning travel at speeds of 130,000 miles per hour and contain a billion volts of electricity. Lightning bolts can reach temperatures of 54,000° F. This is hot enough to turn sand, some soils or even rock into hollow glass channels, called fulgurites. Fulgurites extend far below the surface.

Lightning is such a common feature of the natural world, there is even a classification for the fear of lightning and thunder, called astraphobia.

Clouds of volcanic ash, as well as dust storms and forest fires can generate enough static electricity to produce lightning.

Scientists do not understand the process of lightning formation, and this is a matter for debate. Scientists have studied causes of lightning, such as wind, humidity, friction, atmospheric pressure, solar winds and accumulation of charged solar particles. Many scientists believe that ice inside clouds is important in causing lightning.
24. Astraphobia is
   a. Fear of thunder
   b. Fear of thunder and lightning
   c. Fear of lightning
   d. None of the above

25. Lightning occurs
   a. Only in thunderstorms
   b. In thunderstorms and dust storms
   c. In thunderstorms, volcanic eruptions and dust storms
   d. In the upper atmosphere

26. Fulgurites are
   a. Made of silica
   b. Made of glass
   c. Made of sand, soil and rock turned into glass
   d. Made of silica and glass
Answers to Sample Multiple-Choice Strategy Questions

Strategy 1 - Keywords in the question tell what the question is asking

1. B
The question asks about the free range *method* of farming. Here method refers to *type* of farming. “Method” here is the keyword and can be marked or underlined.

2. D
The Question is, “Free-range farming is *practiced* ...” The keyword here is “practiced.” Looking at the choices, which all start with “to,” it is clear the answer will be about *why* free range ... Also notice that one choice is “All of the above,” which here, is the correct answer. However, when “All of the above” is an option, this is a potential Elimination Strategy. Simply find one choice that is incorrect and you can use Strategy 5 - Elimination to eliminate two choices and increase your odds from one in four, to one in two.

3. A
The question is, “Free range farming husbandry ...” From the question, and the *lack* of keywords, together with the choices presented, the answer will be a definition free range farming husbandry.

4. C
The question is, “Free-range certification is *most important* to farmers because ... “ The keywords here are “most important.” Circle the keywords to keep them clear in your mind. Be careful to choose the best possible answer.
Strategy 6 - Opposites

If there are opposites, one of them is generally the correct answer. If it helps, make a table that lays out the different options and the correct option will become clear.

20. D  
Notice that choices A and D are opposites. Referring to the text, “Smallpox is a highly infectious disease unique to humans ...” eliminates choice A. Also notice choices B and C are not mentioned in the text and can be eliminated right away.

21. C  
Notice that all the choices are opposites. 30% - 35% mortality, or survival rate, or 60%. Therefore, the task is to review the text, looking for 30% or 60%, survival or mortality, stay clear, and do not get confused. Sometimes making notes or a table can help to clarify.

The question is asking about percent, so it is easy and fast to skim the passage for a percent sign.

The first percent sign is in the fourth paragraph, 30% - 35%. Write this in the margin. Next, see what this percent refers to, which is the mortality rate. Write “mortality” next to 30% - 35%. Now, working backwards, see what the 30% - 35% mortality rate refers to. At the beginning of that sentence, is Variola Major.
Now we have a clear understanding of what the passage is saying, which we have retrieved quickly and easily, and hopefully will not be confused by the different choices.

Choices A and B can be eliminated right away. Choice C looks correct. Check choice D quickly, and confirm that it is incorrect. Choice C is the correct answer.

22. B

Choices A and B are opposites. Is Variola Minor more or less severe, with more or fewer pox, and more or less scarring? The other two choices, “no pox” and “no treatment” can be eliminated quickly. Either choice A or B are going to be wrong.

Make a quick table like this:

<table>
<thead>
<tr>
<th></th>
<th>Mortality</th>
<th>V. Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% - 35%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The passage does not mention scarring from Variola minor, but we can infer that it is milder. Looking at the options, choice A is clearly talking about Variola major, and we can infer that choice B is talking about Variola minor and is the correct answer. We can confirm our inference from the text.

Also note the words, ‘major’ and ‘minor.’ Which gives a clue concerning severity, and the elimination of choice A.

23. A

Choices A and B are not exactly opposite, but very close and designed to confuse if you do not read them properly. How many people die from the virus? Between 30% and 35%? Or between 35% and 60%? Scan the text with these numbers in mind.

This question is asking about a percent, so quickly scan the passage for a percent sign, which first appears in the second paragraph. Working back, confirm that the percent figures that you quickly found is related to mortality, which it is.
Strategy 7 - Look for Differences

Look at two choices that appear to be correct and examine them carefully.

24. B
Choices A, B and C are very similar and designed to confuse and distract someone who does not look carefully at the text. What is astraphobia exactly? This is a definition question for an unusual word, astraphobia. Scan the text for “astraphobia.” Choice B is correct.

25. C
Choices A, B and C are similar and designed to confuse, or tempt a stressed or careless test-taker into making a quick and incorrect choice. Checking the passage, in the first paragraph, lightning occurs in thunderstorms, volcanic eruptions and in dust storms, so choice C is correct.

26. C
All four answers are similar and designed to confuse. Seeing how similar the choices are, it is very important to be clear on the exact definition. Scan the text quickly for the word “fulgurites.” From the third paragraph, “This is hot enough to turn sand, some soils or even rock into hollow glass channels...” so the correct answer, and the option that answers the question best, is choice C.
Multiple-Choice Strategy Practice Questions

Practice Questions Answer Sheet

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Comprehension Practice Questions

Questions 1 - 4 refer to the following passage.

Passage 1 - If You Have Allergies, You’re Not Alone

People who experience allergies might joke that their immune systems have let them down or are seriously lacking. Truthfully though, people who experience allergic reactions or allergy symptoms during certain times of the year have heightened immune systems that are, “better” than those of people who have perfectly healthy but less militant immune systems.

Still, when a person has an allergic reaction, they are having an adverse reaction to a substance that is considered normal to most people. Mild allergic reactions usually have symptoms like itching, runny nose, red eyes, or bumps or discoloration of the skin. More serious allergic reactions, such as those to animal and insect poisons or certain foods, may result in the closing of the throat, swelling of the eyes, low blood pressure, an inability to breathe, and can even be fatal.

Different treatments help different allergies, and which one a person uses depends on the nature and severity of the allergy. It is recommended to patients with severe allergies to take extra precautions, such as carrying an EpiPen, which treats anaphylactic shock and may prevent death, always in order for the remedy to be readily available and more effective. When an allergy is not so severe, treatments may be used just relieve a person of uncomfortable symptoms. Over the counter allergy medicines treat milder symptoms, and can be bought at any grocery store and used in moderation to help people with allergies live normally.

There are many tests available to assess whether a person has allergies or what they may be allergic to, and advances in these tests and the medicine used to treat patients continues to improve. Despite this fact, allergies still affect many people throughout the year or even every day. Medicines used
to treat allergies have side effects of their own, and it is difficult to bring the body into balance with the use of medicine. Regardless, many of those who live with allergies are grateful for what is available and find it useful in maintaining their lifestyles.

1. According to this passage, it can be understood that the word “militant” belongs in a group with the words:

   a. sickly, ailing, faint
   b. strength, power, vigor
   c. active, fighting, warring
   d. worn, tired, breaking down

2. The author says that “medicines used to treat allergies have side effects of their own” to

   a. point out that doctors aren’t very good at diagnosing and treating allergies
   b. argue that because of the large number of people with allergies, a cure will never be found
   c. explain that allergy medicines aren’t cures and some compromise must be made
   d. argue that more wholesome remedies should be researched and medicines banned

3. It can be inferred that ______ recommend that some people with allergies carry medicine with them.

   a. the author
   b. doctors
   c. the makers of EpiPen
   d. people with allergies
4. The author has written this passage to

a. inform readers on symptoms of allergies so people with allergies can get help
b. persuade readers to be proud of having allergies
c. inform readers on different remedies so people with allergies receive the right help
d. describe different types of allergies, their symptoms, and their remedies
Answer Key

Passage 1 - If You Have Allergies, You’re Not Alone

1. C
This question tests the reader’s vocabulary skills. The uses of the negatives “but” and “less,” especially right next to each other, may confuse readers into answering with choices A or D, which list words that are antonyms of “militant.” Readers may also be confused by the comparison of healthy people with what is being described as an overly healthy person—both people are good, but the reader may look for which one is “worse” in the comparison, and therefore stray toward the antonyms. One key to understanding the meaning of “militant” if the reader is unfamiliar with it is to look at the root of the word; readers can then easily associate it with “military” and gain a sense of what the word signifies: defense (especially considered that the immune system defends the body). Choice C is correct over choice B because “militant” is an adjective, just as the words in C are, whereas the words in B are nouns.

2. C
This question tests the reader’s understanding of function within writing. The other choices are details included surrounding the quoted text, and may therefore confuse the reader. A somewhat contradicts what is said earlier in the paragraph, which is that tests and treatments are improving, and probably doctors are along with them, but the paragraph doesn’t actually mention doctors, and the subject of the question is the medicine. Choice B may seem correct to readers who aren’t careful to understand that, while the author does mention the large number of people affected, the author is touching on the realities of living with allergies rather about the likelihood of curing all allergies. Similarly, while the author does mention the “balance” of the body, which is easily associated with “wholesome,” the author is not really making an argument and especially is not making an extreme statement that allergy medicines should be outlawed. Again, because the article’s tone is on living with allergies, choice C is an appropriate choice that fits with the title and content of the text.
3. B
This question tests the reader’s inference skills. The text does not state who is doing the recommending, but the use of the “patients,” as well as the general context of the passage, lends itself to the logical partner, “doctors,” B. The author does mention the recommendation but doesn’t present it as her own (i.e. “I recommend that”), so A may be eliminated. It may seem plausible that people with allergies (D) may recommend medicines or products to other people with allergies, but the text does not necessarily support this interaction taking place. Choice C may be selected because the EpiPen is specifically mentioned, but the use of the phrase “such as” when it is introduced is not limiting enough to assume the recommendation is coming from its creators.

4. D
This question tests the reader’s global understanding of the text. Choice D includes the main topics of the three body paragraphs, and isn’t too focused on a specific aspect or quote from the text, as the other questions are, giving a skewed summary of what the author intended. The reader may be drawn to Choice B because of the title of the passage and the use of words like “better,” but the message of the passage is larger and more general than this.
Listening Comprehension Answer Sheet

A  B  C  D  E  A  B  C  D  E
1  2  3  4  5  21 22 23 24 25
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Directions: Scan the QR code below with any smartphone or tablet for an audio recording of the listening comprehension passages below. Or, have someone read them to you. Listen carefully to the passages and answer the questions that follow.

What is a QR Code?
A QR code looks like a barcode and it’s used as a shortcut to link to content online using your phone’s camera, saving you from typing lengthy addresses into your mobile browser.

Questions 1 - 4 refer to the following passage.

Passage 1 - Caterpillars
Butterflies and moths have a three stage life cycle. Caterpillars are the first or larval stage. Caterpillars can be either herbivores, feeding mostly on plants, or carnivores, feeding on other insects. Caterpillars eat continuously. Once they are too big for their body, they shed or molt their skin.

Some caterpillars have symbiotic relationships with other insects. A symbiotic relationship is where different species work together in a way that is either harmful or helpful. Symbiotic relationships are critical to many species and ecosystems.

Some caterpillars and ants have a symbiotic or mutual relationship where both benefit. Ants give some protection, and caterpillars provide the ants with honeydew nectar.

Ants and caterpillars communicate by vibrations through the soil as well as grunting and squeaking. Humans are not able to hear these communications.
1. What do most larvae spend their time doing?
   a. Eating
   b. Sleeping
   c. Communicating with ants.
   d. None of the above

2. Are all caterpillars herbivores?
   a. Yes
   b. No, some eat insects

3. What benefit do larvae get from association with ants?
   a. They do not receive any benefit.
   b. Ants give them protection.
   c. Ants give them food.
   d. Ants give them honeydew secretions.

4. Do ants or larvae benefit most from association?
   a. Ants benefit most
   b. Larvae benefit most
   c. Both benefit about the same
   d. Neither benefits
Conversation 4 - Outside

Questions 25 refers to the following conversation.

Narrator: Sarah, Peter, Tom and Carol walk outside. They talk about the dinner.

Peter: That is a good restaurant.

Tom: They have good music, too.

Sarah: I enjoy the music.

Tom: So do I!

Carol: The waiter is friendly, too.

Tom: It is expensive but I like it.

Scan for Audio

25. What are the friends talking about?

a. The weather  
b. Work  
c. The weekend  
d. The restaurant
**Answer Key**

1. **A**
   Caterpillars spend most of their time eating.

2. **B**
   Some caterpillars are herbivores, others eat other insects (carnivores).

3. **B**
   From the passage, the ants provide some degree of protection.

4. **C**
   The association is mutual, so both benefit.
25. D
They are talking about the restaurant.
How to Write an Essay

Writing an essay can be a difficult process, especially if you have time constraints such as during an exam. Here are three simple steps to help you to write a solid, well thought out essay:

1. **Brainstorm** potential themes and general ideas for your essay.
2. **Outline** your essay step by step, including subheadings for ease of understanding.
3. **Write** your essay carefully being aware of proper grammar and sentence structure.

**Brainstorming**

You should first spend time thinking about the general subject of the essay. If the essay is asking a question, you must make sure to answer this fully in your essay. You may find it helpful to highlight key words in your assignment or use a simple spider diagram to jot down key ideas.

**Example**

*Read the following information and complete the following assignment:*

Joseph Conrad is a Polish author who lived in England for most of his life and wrote a huge amount of English literature. Much of his work was completed during the height of the British Empire’s colonial imperialism.

**Assignment:** What impact has Joseph Conrad had on modern society? Present your point of view on the matter and support it with evidence. Your evidence may include reasoning, logic, examples from readings, your own experience, and observations.
Example

In conclusion, Robert Frost’s poem “The Road Not Taken” deals with themes of fate, regret, sorrow, and the many possibilities our decisions hold. Consider how easy it would be to upturn your life today if you made a few decisions you normally wouldn’t. Frost’s poem forces us to consider the twists and turns our lives take. Perhaps with a sigh, we could all think about the choices that for us have made all the difference.

This conclusion is consistent with the rest of the essay in terms of style. There are no new ideas introduced and it has referred to the main points in the assignment title.

Finally, a full read-through is necessary before submission. It only takes a couple of minutes to read through and pick up any errors. Remember to double space so you have room for any corrections. You can also leave spacing at the end of each paragraph in case you need to add additional sentences.

Common Essay Mistakes - Example 1

Whether the topic is love or action, reality television shows damage society. Viewers witness the personal struggles of strangers, and they experience an outpouring of emotions in the name of entertainment. This can be dangerous on many levels. Viewers become numb to real emotions and values. Run the risk of not interpreting a dangerous situation correctly. 1 The reality show participant is also at risk because they are completely exposed. 2 The damage to both viewers and participants leads to the destruction of our healthy societal values.

Romance reality shows are dangerous to the participants and contribute to the emotional problems witnessed in society today as we set up a system built on equality and respect, shows like “The Bachelor” tear it down. 3 In front of millions of viewers every week, young women compete for a man. Twenty-five women claim to be in love with a man they just met. The man is reduced to an object they compete
for. There are tears, fights, and manipulation aimed at winning the prize. 4 Imagine a young woman’s reality when she returns home and faces the scrutiny of viewers who watched her unravel on television every Monday night. These women objectify themselves and have learned that relationships are a combination of hysteria and competition. This does not give hope to a society based on family values and equality.

6 While incorporating the same manipulations and breakdown of relationships offered on “The Bachelor,” shows like “Survivor” add another level of danger. Not only are they building a society based on lying, they are competing in physical challenges that become dangerous. In the name of entertainment, these challenges become increasingly physical and are usually held in a hostile environment. The viewer’s ability to determine the safety of an activity is messed up; 7 To entertain and preserve their pride, participants continue in competitions regardless of the danger level. For example, participants on “Survivor” have sustained serious injuries in the form of heart attack and burns. Societal rules are based on the safety of its citizens, not on hurting yourself for entertainment.

Reality shows of all kinds are dangerous to participants. They damage society. 9

1. **Correct sentence fragments.** Who/what runs the risk? Add a subject or combine sentences. Try: “Viewers become numb to real emotions and run the risk of not interpreting a dangerous situation correctly.”

2. **Correct redundant phrases.** Try: “The reality show participant is also at risk because they are exposed.”

3. **Correct run-on sentences.** Decide which thoughts should be separated. Try: “Romance reality shows are dangerous to participants and contribute to the emotional problems of society today. As we support a system built on equality and respect, shows like “The Bachelor” tear it down.”

4. **Vary sentence structure and length.** Try: “Twenty-five women claim to be in love with a man who is reduced to being the object of competition. There are tears, fights, and manipulation aimed at winning the prize.”
5. **Use active voice.** Try: These women objectify themselves and learned that relationships are a combination of hysteria and competition.

6. **Use transitions to tie paragraphs together.** Try: Start the paragraph with, “Action oriented reality shows are equally as dangerous to the participants.”

7. **Avoid casual language/slang.** Try: “The viewer’s ability to determine the safety of an activity is compromised.”

8. **Don’t address the essay.** Avoid phrases like “for example” and “in conclusion.” Try: “Participants on “Survivor” have sustained serious injuries as heart attack and burns.

9. **Leave yourself time to write a strong conclusion!** Try: Designate 3-5 minutes for writing your conclusion.

**Common Essay Mistakes - Example 2**

Questioning authority makes society stronger. In every aspect our society, there is an authoritative person or group making rules. There is also the group underneath them who are meant to follow. 1 This is true of our country’s public schools as well as our federal government. The right to question authority at both levels is guaranteed by the United States Declaration of Independence. People are given the ability to question so that authority figures are kept in check 2 and will be forced to listen to the opinions of other people. Questioning authority leads to positive changes in society and preserves what is already working well.

If students never question the authority of a principal’s decisions, the best interest of the student body is lost. Good things 3 may not remain in place for the students and no amendment to the rules are sought. Change requires that authority be questioned. An example is Silver Head Middle School in Davie, Florida. Last year, the principal felt strongly about enforcing the school’s uniform policy. Some students were not bothered by this. 4 Many students felt the policy disregarded their civil rights. A petition voicing student dis-
satisfaction was signed and presented to the principal. He met with a student representative to discuss the petition. Compromise was reached as a monthly “casual day.” The students were able to promote change and peace by questioning authority.

Even at the level of federal government, our country’s ultimate authority, the ability to question is the key to the harmony keeping society strong. Most government officials are elected by the public so they have the right to question their authority. 5 If there’s a mandate, law, or statement that citizens aren’t happy with, they have recourse. Campaigning for, or against a political platform and participating in the electoral process give a voice to every opinion. I think elections are very important. 7 Without this questioning and examination of society’s laws, the government will represent only the voice of the authority figure. The success of our society is based on the questioning of authority. 8

Society is strengthened by those who question authority. Dialogue is created between people with different visions and change becomes possible. At both the level of public school and of federal government, the positive effects of questioning authority can be witnessed. Whether questioning the decisions of a single principal or the motives of the federal government, it is the willingness of people to question and create change that allows society to grow. A strong society is inspired by many voices, all at different levels. 9 These voices keep society strong.

1. **Write concisely.** Combine the sentences to improve understanding and cut unnecessary words. Try: “In every aspect of society, there is an authority making rules and a group of people meant to follow them.”

2. **Avoid slang.** Re-word “kept in check.” Try: “People are given the ability to question so that authority figures are held accountable and will be forced to listen to the opinions of other people.

2-2. **Cut unnecessary words.** Try: “People are given the ability to question so that authority figures are held accountable and will listen to other opinions.”
3. **Use precise language.** What are “good things?” Try: “Interesting activities may not remain in place for the students and no amendment to the rules are sought.”

Use correct subject-verb agreement. Be careful to identify the correct subject of your sentence. Try: “Interesting activities may not remain in place for the students and no amendment to the rules is sought.”

4. **Don’t add information that doesn’t add value to your argument.** Cut: “Some students weren’t bothered by this.”

5. **Check for parallel structure.** Who has the right to question whose authority? Try: “Having voted them in, the people have the authority to question public officials.”

6. **Don’t use contractions in academic essays.** Try: “If there is a mandate, law, or statement that citizens are not happy with, they have recourse.”

7. **Don’t use the pronoun “I” in persuasive essays.** Cut opinions. Cut: “I think elections are very important.”

8. **Use specific examples to prove your argument.** Try: Discuss a particular election in depth.

9. **Cut redundant sentences.** Cut: “A strong society is inspired by many voices, all at different levels.”

**Writing Concisely**

Concise writing is direct and descriptive. The reader follows the writer’s thoughts easily. If your writing is concise, a four paragraph essay is acceptable for standardized tests. It’s better to write clearly about fewer ideas than to write poorly about many.

This doesn’t always mean using fewer words. It means that every word you use is important to the message. Unnecessary or repetitive information dilutes ideas and weakens your writing. The meaning of the word concise comes from the Latin, “to cut up.” If it isn’t necessary information, don’t
How to Take an Oral Exam

About oral exams

For many students, the experience of taking an oral exam is one that is very different to taking a written exam, although you may find that preparation for an oral exam is similar to a written exam.

An oral exam allows you to demonstrate to the assessor a variety of skills including:

- Speaking skills
- Presentation skills
- Communication skills

There are two typical types of oral exams, formal and informal. A formal oral exam will usually have a set of questions that have been prepared beforehand and these are often ‘competitive’ exams. An informal oral exam often has less structure and gives you a chance to elaborate on your answers.

Your assessor may construct a question based on an answer that you have just given to an earlier question and your assessor may be looking for you to demonstrate other skills in your answers, such as problem solving skills.

- Questions in oral exams are usually open-ended, which means that they require evaluative answers, not just six or seven words.
- Sometimes an oral exam will look for how much knowledge you may have around your subject.

Preparing for an Oral Exam

There are two main steps for preparing for an oral exam. They are revise and practice.
How to Prepare for a Test

Most students hide their heads and procrastinate when faced with preparing for an examination, hoping that somehow they will be spared the agony of taking that test, especially if it is a big one that their futures rely on. Avoiding the all-important test is what many students do best and unfortunately, they suffer the consequences because of their lack of preparation.

Test preparation requires strategy. It also requires dedication and persistence. It is the perfect training ground for anyone planning a professional life. Besides having several reliable strategies, successful students also have a clear goal and know how to accomplish it. These tried and true concepts have worked well and will make your test preparation easier.

The Study Approach.

Take responsibility for your own test preparation.

It is a common, and big mistake, to link your studying to someone else’s. Study partners are great, but only if they are reliable. It is your job to be prepared for the test, even if a study partner fails you. Do not allow others to distract you from your goals.

Prioritize the time available to study.

When do you learn best, early in the day or in the dark of night? Does your mind absorb and retain information most efficiently in small blocks of time, or do you require long stretches to get the most done? It is important to figure out the best blocks of time available to you when you can be the most productive. Try to consolidate activities to allow for longer periods of study time.
How to Take a Test

EVERYONE KNOWS THAT TAKING AN EXAM IS STRESSFUL, BUT IT DOES NOT HAVE TO BE THAT BAD! There are a few simple things that you can do to increase your score on any type of test. Take a look at these tips and consider how you can incorporate them into your study time.

Reading the Instructions

This is the most basic point, but one that, surprisingly, many students ignore and it can cost them big time! Since reading the instructions is one of the most common, and 100% preventable mistakes, we have a whole section just on reading instructions.

Pay close attention to the sample questions. Almost all standardized tests offer sample questions, paired with their correct solutions. Go through these to make sure that you understand what they mean and how they arrived at the correct answer. Do not be afraid to ask the test supervisor for help with a sample that confuses you, or instructions that you are unsure of.

Tips for Reading the Question

We could write pages and pages of tips just on reading the test questions. Here are the ones that will help you the most.

- **Think first.** Before you look at the answer, read and think about the question. It is best to try to come up with the correct answer before you look at the options given. This way, when the test-writer tries to trick you with a close answer, you will not fall for it.

- **Make it true or false.** If a question confuses you, then look at each answer option and think of it as a “true” “false” question. Select the one that seems most likely to be “true.”
CONGRATULATIONS! You have made it this far because you have applied yourself diligently to practicing for the exam and no doubt improved your potential score considerably! Passing your up-coming exam is a huge step in a journey that might be challenging at times but will be many times more rewarding and fulfilling. That is why being prepared is so important.

Good Luck!
Visit Us Online!

Taking a test? We can help!

Complete study guides, practice questions, tutorials, study tips and more:

www.test-preparation.ca
Reading Comprehension Course

Tutorials and loads of practice questions

Try a FREE Quiz

Listening Comprehension Course

Hundreds of questions with full audio - solving a problem, everyday conversation, listening for information, points of view and listening to news.

Try a FREE Quiz