KU-EPT SPECIFICATIONS FOR TEST TAKERS

PART I: SENTENCE COMPLETION (25 ITEMS/25 POINTS)

Directions: Choose the most appropriate word or phrase for each blank.

☑ Measuring Linguistic Knowledge

1. Subject-Verb Agreement

Example:
_____ heated by solar energy have special collectors on the roofs to trap sunlight. [B2]

1. A home is
2. Homes are
3. A home
4. Homes

2. (Missing) Appositives

Example:
_____, the new owner is undertaking some fairly broad changes in management policy. [B2]

1. The son of the previous owner
2. As is the son of the previous owner
3. The son of the previous owner is
4. He is the son of the previous owner

3. Determiners: 3.1 Articles; 3.2 Quantifiers; 3.3 Possessive Adjectives; and 3.4 Demonstratives

Examples:

3.1 Articles

It was _____ unexpected disappointment to receive _____ rejection letter from the university. [B1]

1. - / a
2. - / the
3. an / a
4. an / the

3.2 Quantifiers

The police had _____ opportunities to catch the thief who has committed a large _____ of crimes. [B2]

1. little / amount
2. little / number
3. few / amount
4. few / number

3.3 Possessive Adjectives

Each team member is responsible for completing _____ tasks on time and meeting _____ goals for the quarter. [B1]

1. theirs / their
2. their / theirs
3. their / their
4. they / theirs

3.4 Demonstratives

Trademarks enable a company to distinguish its products from _____ of another company. [B1]

1. this
2. that
3. these
4. those

4. Linking Verbs indicating conditions or states of being and connecting the subject of a sentence to a subjective complement (e.g., *copular be, become, feel, seem, sound, look, appear, grow*, and others)

Examples:
The victim _____ terribly depressed after the accident last year. [B1]

1. feel
2. is feeling
3. felt
4. was feeling

The neighbor _____ calm although his house _____ on fire. [B2]
1. was appearing / was
2. appeared / was
3. was appearing / be
4. appeared / be

5. **Stative Verbs** used to describe a state of being or perception, to refer to mental or emotional states as well as physical states or qualities, and to express possession, opinion, emotions, senses, and some other states like measurement, cost, and weight (e.g., *believe, know, recognize, appreciate, dislike, consist, contain, think, hate, smell, cost*, and others)

Note: Not all stative verbs are linking verbs though both can be used to add more information about the subject of a sentence. This means while stative verbs can be transitive taking a direct object, linking verbs cannot.

Example:
Plant proteins _____ fewer amino acids than proteins from animal sources. However, some plant protein sources such as soybeans, chia seeds and hemp seeds _____ all nine essential amino acids. [B1]
1. have / contain
2. have / are containing
3. are having / contain
4. are having / are containing

6. **Transitive verbs of feelings** (e.g., *interest*, *surprise*, *disappoint*, *excite*, *tire*, *bore*, *astonish*, *frighten*, and others)

Example:
Although the lecture was informative, it _____ the students throughout the entire session. [B1]
1. was boring
2. is boring
3. bored
4. bores

7. **Tenses**

Examples:
When the beneficiary _____ the money from the insurance company two days ago, he _____ the house. [C1]
1. received / had already rebuilt
2. had received / already rebuilt
3. received / has already rebuilt
4. had received / had already rebuilt

The position on the city council _____ next week when the electorate _____. [C1]
1. is going to be filled / will vote
2. will be filled / will vote
3. is to be filling / votes
4. will be filled / votes

8. **Subjunctive**

Example:
It is essential that every team member _____ of the changes before the meeting. [C1]
1. is informed
2. informed
3. be informed
4. informs

9. **Modal Auxiliaries**

Examples:
The student _____ this because it is in French, and she does not know French. [B2]
1. might not have written
2. should not have written
3. will not have written
4. cannot have written

Chole presented no statistics to show what that percentage was before the documentary aired. Thus, there _____ a lesser percentage of people before the show. Who knows? [C1]

1. might have been
2. should be
3. must have been
4. will be

10. Active and Passive

Examples:

The suits _____ in the closet when they _____ from the cleaners. [B2]

1. hung / were returned
2. hung / returned
3. were hung / were returned
4. are hung / returned

The car that _____ in the intersection yesterday _____ today. [B2]

1. was struck / is being repaired
2. was struck / repairs
3. struck / is being repaired
4. struck / repairs

11. Non-finite Verbs: 11.1 Infinitives; 11.2 Infinitive without to; and 11.3 Gerunds

Examples:

11.1 Infinitive

The English Heritage members attempt _____ castles and other ancient buildings in England. [B1]

1. at maintain
2. to maintaining
3. at maintenance
4. to maintain

11.2 Infinitive without to

The director had her personal assistant _____ the catering company. [B1]

1. call
2. calling
3. to call
4. is calling

11.3 Gerund

_____ for a career in dance generally begins at an early age. [B1]

1. To train
2. People train
3. Training
4. That people train

12. Phrases: 12.1 Adjective Phrase; 12.2 (Incomplete) Participial Phrases (with a subordinator); and 12.3 Verbless Clause

Examples:

12.1 Adjective Phrase

The product, _____, failed to succeed in the market. [B1]

1. seemed perfect in many ways
2. be perfect in many ways
3. was perfect in many ways
4. perfect in many ways

12.2 Participial Phrases

We will have to return the merchandise _____ yesterday at the Broadway. [B2]

1. was purchased
2. be purchased
3. purchased
4. purchasing

_____ artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road. [B2]

1. They were searching for
2. Searched for
3. It was a search for
4. Searching for

12.3 Verbless Clause

_____ invisible to the unaided eye, ultraviolet light can be detected in a number of ways. [B2]

1. Although
2. Despite
3. Although is
4. Despite it

13. Subordinate Clauses: 13.1 (Incomplete) Noun clauses; 13.2 (Incomplete) Adjective clauses including missing relative pronouns; and 13.3 (Incomplete) Adverb clauses including missing subordinators

Examples:

13.1 Noun Clause

_____ begin their existence as ice crystals over most of the earth seems likely. [C1]

1. Raindrops
2. When raindrops
3. That raindrops
4. If raindrops

13.2 Adjective clause

The melting point is the temperature _____ a solid changes to a liquid. [B2]

1. which
2. at which
3. that
4. to which

13.3 Adverb clause

_____ the bank closes in less than an hour, the deposits need to be tallied immediately. [B1]

1. Despite
2. Since
3. Until
4. While

14. Conditionals (different types of *if* clauses including omission of *if*, *unless*, *provided that*, *on condition that*, and others)

Examples:

What Lincoln had presented as the absurdity of allowing a state to secede was legitimate after all, _____ that it served northern industrial interests. [C1]

1. if
2. unless
3. if only
4. provided

If two pieces of rope _____ of different thickness, the weaver's knot _____ to join them. [B2]

1. are / can be used
2. were / can use
3. are / could be used
4. were / could use

15. Pronouns: Form, Agreement, and Reference

Examples:

My colleagues and I went to watch a film, and afterwards _____ had to write a review about _____. [B1]

1. they / it
2. we / it
3. they / them
4. we / them

It is essential to complete the first program before working on _____. [B2]

1. other
2. the another
3. others
4. the others

16. Compound Adjectives

Examples:

The _____ batsman underlined his reputation as the greatest player in the history of cricket by breaching the 200-run mark. [B1]

1. 37-years-old
2. 37 years-of-age
3. 37-year-old
4. 37 year-of-age

That the Earth being hard to destroy just proves how _____ those theories are. [B2]

1. far fetch
2. far-fetching
3. far-fetch
4. far-fetched

17. Making Comparisons: 17.1 Expressions of (In)Equality; 17.2 Parallel Comparison; 17.3 Comparatives; and 17.4 Superlatives

Examples:

17.1 Expressions of Equality

Buying a used car can be _____ buying a new one. [B1]

1. difficult as
2. the same difficult as
3. as difficult as
4. similarly difficult as

17.2 Parallel Comparison

_____ you send in your tax forms, _____ you will receive your refund. [B2]

1. The earlier / the sooner
2. The earliest / the soonest
3. The earliest / the sooner
4. The earlier / the soonest

17.3 Comparatives

Subtropical zones _____ temperate zones, but the former has distinct summer and winter seasons. [B2]

1. that are warmer
2. warmer than
3. are warmer as
4. are warmer than

17.4 Superlatives

The graduate assistant informed us that the first exam is _____ of all. [A2]

1. difficult
2. most difficult
3. more difficult
4. the most difficult

18. (Missing) Connecting Words:

18.1 Coordinating conjunctions (i.e., *for, and, nor, but, or, yet,* and *so*)

18.2 Correlative conjunctions (i.e., *either…or, neither…or, not only…but also, both…and*, and *whether…or*)

18.3 Transition Markers mainly conjunctive adverbs and adverbial phrases signaling the relationship between stretches of discourse and the discourse roles involving:

- Addition (e.g., *furthermore*, *moreover*, *by the way*)
- Comparison (e.g., *similarly*, *likewise*, *equally*, *correspondingly*, *in the same way*)

- Consequence (e.g., *thus*, *therefore*, *consequently*, *in conclusion*)
- Frame Markers functioning to sequence parts of the text or to explicitly label text stages (e.g., *first, then, next, to summarize, in sum, to conclude*)

Note: Subordinating conjunctions are excluded as they are classified as part of *Specification No. 13*.

Examples:

18.1 Coordinating conjunctions

The automobile began as a toy _____ developed into a powerful force for social change. [B1]

1. or
2. but
3. when
4. it

18.2 Correlative conjunctions

The legal systems of most countries can be classified _____ common law or civil law. [B1]

1. as either
2. either as
3. as neither
4. neither as

18.3 Transition Markers

Walls that are smooth and flat enable sound to bounce back as an echo. _____, rooms enclosed by such walls tend to be noisy. [B2]

1. Nevertheless
2. In any case
3. Consequently
4. In contrast

19. Prepositional Phrases (e.g., *together with, instead of, in favor of, by means of, along with, on account of, due to*, and others)

Example:

_____ their complex structures, trilobites are ideal for studying small evolutionary changes. [B2]

1. As well as
2. In addition to
3. Because of
4. In accordance with

20. Word Forms (correct part of speech, including the *-ed* and the *-ing* adjectives)

Examples:

Many people have recently received several _____ phone calls from insurance agents. [B1]

1. annoy
2. annoying
3. annoyance
4. annoyed

The _____ children were wakened by the loud sound of the _____ thunder. [B2]

1. slept / crashed
2. asleep / crashed
3. sleeping / crashing
4. sleep / crashing

21. Parallel Structures

Examples:

There are papers to file, reports to type, and letters _____. [B1]

1. should be answered
2. to answer
3. are to answer
4. be answered

The speaker introduced himself, told several interesting anecdotes, and _____ with an emotional plea. [B1]

1. finishing
2. finish
3. to finish
4. finished

22. Word Order

Examples:
Hills known as land islands, or salt domes, are _____ Louisiana's marshlands. [B1]

1. extremely interesting features of
2. of extremely interesting features
3. interesting extremely features of
4. extremely interesting of features

A _____ has been smashed by police in Italy, after fake vintage consoles and games worth almost €50m were seized. [B2]

1. video game ring trafficking
2. trafficking ring video game
3. video game trafficking ring
4. ring trafficking video game

23. Inversion

Examples:
After years of working tirelessly on the project, Miley finally achieved international recognition. _____ so widely for her efforts, and the emotional weight of the moment left her speechless. [C1]

1. It was seldom that she would be acknowledged
2. That she had seldom been acknowledged
3. Seldom had she been acknowledged
4. Had she seldom been acknowledged

The storm had only just passed when a second, more violent one rolled in. _____ their homes than they were forced to evacuate again. [C1]

1. Hardly were the villagers beginning to repair
2. Hardly had the villagers begun repairing
3. That the villagers hardly started repairing
4. It was hardly that the villagers started repairing

☑ Measuring Vocabulary Knowledge

1. Phrasal Verbs

Example:
India and Iran will continue to deepen ties and _____ bilateral projects, including the tri-nation pipeline and a multi-billion-dollar gas deal. [C1]

1. drop off
2. carry on with
3. call off
4. put up with

2. Word Choices (including confusing words, e.g., *lay/lie*, *lose/loose/lost*, *rise/raise*, *fair/fare*, and *fee/fine*) **and Collocations** (e.g., *make a decision*, *take responsibility*, and *a solution to*)

Examples:
All of the crash victims were _____ when they were found. [A2]

1. living
2. live
3. with life
4. alive

Small town newspapers often urge readers to _____ business with local merchants. [B1]

1. make
2. run
3. do
4. get

The giant squid is _____ an elusive animal that at one time it was believed to be purely mythical. [B1]

1. so
2. such
3. too
4. as

My cousin wanted to _____ a surprise on her parents for their 30th wedding anniversary, so she decided to _____ a party for them. [C1]

1. make / do
2. create / manage
3. arrange / form
4. spring / throw

PART II: TEXT COMPLETION (15 ITEMS/15 POINTS)

Directions: Choose the most appropriate word or phrase for each blank.

☑ Reading Passages

- Two reading passages with a length of 200-250 words each

☑ Content Areas

- **Science:** Physics, Medicine, Geology, Chemistry, Biology, Astronomy, Environment, Engineering, and Sport
- **Humanities:** History, Art & Culture, Literature, Music, Language, and Travel
- **Profession-oriented:** Business & Marketing, Technology, Architecture, and Communication
- **Social science:** Psychology, Economics, Anthropology, Political Science, Education, and Sociology

☑ Measuring Linguistic Knowledge (See Part I)

1. Subject-Verb Agreement
2. (Missing) Appositives
3. Determiners: 3.1 Articles; 3.2 Quantifiers; 3.3 Possessive Adjectives; and 3.4 Demonstratives
4. Linking Verbs
5. Stative Verbs
6. Transitive verbs of feelings
7. Tenses
8. Subjunctive
9. Modal Auxiliaries
10. Active and Passive
11. Non-finite Verbs: 11.1 Infinitives; 11.2 Infinitive without to; and 11.3 Gerunds
12. Phrases: 12.1 Adjective Phrase; 12.2 (Incomplete) Participial Phrases (with a subordinator); and 12.3 Verbless Clause
13. Subordinate Clauses: 13.1 (Incomplete) Noun clauses; 13.2 (Incomplete) Adjective clauses including missing relative pronouns; and 13.3 (Incomplete) Adverb clauses including missing subordinators
14. Conditionals (different types of *if* clauses including omission of *if*, *unless*, *provided that*, *on condition that*, and others)
15. Pronouns: Form, Agreement, and Reference

16. Compound Adjectives
17. Making Comparisons: 17.1 Expressions of (In)Equality; 17.2 Parallel Comparison; 17.3 Comparatives; and 17.4 Superlatives
18. (Missing) Connecting Words: 18.1 Coordinating conjunctions (i.e., *for, and, nor, but, or, yet,* and *so*); 18.2 Correlative conjunctions (i.e., *either…or, neither…or, not only…but also, both…and*, and *whether…or*); and 18.3 Transition Markers
19. Prepositional Phrases (e.g., *together with, instead of, in favor of, by means of, along with, on account of, due to*, and others)
20. Word Forms (correct part of speech, including the *-ed* and the *-ing* adjectives)
21. Parallel Structures
22. Word Order

☑ Measuring Vocabulary Knowledge

1. Phrasal Verbs
2. Word Choices (including confusing words, e.g., *lay/lie*, *lose/loose/lost*, *rise/raise*, *fair/fare*, and *fee/fine*) and Collocations (e.g., *make a decision*, *take responsibility*, and *a solution to*)

Examples:

Being a teenager can be a drag. When children hit puberty, their ability to learn a second language 26) _____; they find it harder to learn their way around a new location, and they are worse at 27) _____ errors in cognitive tests.

26) [Word Choice, B1]

1. increases	2. remains	3. grows	4. drops

27) [Word Form, B1]

1. detect	2. detecting	3. detection	4. detective

PART III: READING COMPREHENSION (40 ITEMS/40 POINTS)

Directions: Read the passage and choose the most appropriate answer for each question.

☑ Reading Passages

- **Two** short academic texts (5 points each = 10 points)
  - **Length:** 300 – 450 words
- **Three** long academic texts (10 points each = 30 points)
  - **Length:** 451 – 600 words

☑ Content Areas

- **Science:** Physics, Medicine, Geology, Chemistry, Biology, Astronomy, Environment, Engineering, and Sport
- **Humanities:** History, Art & Culture, Literature, Music, Language, and Travel
- **Profession-oriented:** Business & Marketing, Technology, Architecture, and Communication
- **Social science:** Psychology, Economics, Anthropology, Political Science, Education, and Sociology

☑ Measuring Reading Abilities

- Reading for gist
- Reading for main ideas
- Reading for details
- Understanding inference and implied meaning
- Understanding cohesive relationships
- Guessing meaning from context
- Paraphrasing
- Understanding the logical order of ideas in a reading passage
- Understanding the transitions from one paragraph to another
- Recognizing a writer's opinions, attitude, and purpose

☑ Types of Questions

1. Main Idea, Gist, or Purpose *(At least ONE item for each passage)*

- What is mainly discussed/ mainly concerned in the passage?
- What is the best title for this passage?
- What is the purpose of this passage?
- What is the main idea/main point of the passage/paragraph X?

2. Detail/Negative Detail *(At least ONE item for each passage)*

- According to paragraph X, what is true about _____?
- What does the author say about _____?
- Which of the following does the author's description of X mention?
- Which of the following is **NOT** mentioned in the passage?
- According to paragraph 1, which of the following is **NOT** true of X?
- In paragraph X, the author mentions all of the following **EXCEPT** _____.
- The author makes all of the following statements about X **EXCEPT** _____.

3. Reference *(Only ONE item for a short passage and no more than THREE items for a long one)*

- What does the word "**XXX**" (paragraph X) refer to _____?
- The word "**XXX**" in paragraph 1 refers to _____.

4. Vocabulary

- Which word is closest in meaning to the word "…" in paragraph X?
- What does the word "**XXX**" in paragraph X mean?
- The word "**XXX**" in paragraph X can be replaced by _____.
- The phrase "**XXX**" in the passage is closest in meaning to _____.
- In stating X, the author means that _____.

5. Inference/Implication *(At least ONE item for each long passage)*

- Which of these statements is probably true?
- What can be inferred from this passage?
- What is **NOT** suggested about ____?
- In paragraph X, what does the author imply about ____?
- Based on the information in paragraph ____, the author implies that _____.
- What does the author suggest about X?

6. Sentence Simplification

- What does the sentence "**XXX**" in paragraph X mean?
- Which of the following best expresses the meaning of the highlighted sentence in paragraph 2?

7. Sentence Insertion

- In paragraph 4, look at the four squares [■] that indicate where the following sentence can be added to the passage. "Sentence" Where would the sentence best fit?

8. Sentence Addition

- Which of the following sentences can be added to the space in the passage?

9. Transition

- The paragraph preceding the passage most probably discusses _____.
- What is the most likely topic of the paragraph that follows the passage?
- What information is the paragraph following this passage most likely about?

10. Others (e.g., tone of the passage, rhetorical purpose)

- What is the tone of this passage? (Tone)
- The tone of this passage is _____. (Tone)
- In paragraph X, why does the author mention _____? (Rhetorical purpose)
- Why does the author include a description of _____? (Rhetorical purpose)
- Which of the following best explains the way paragraph X is organized? (Rhetorical purpose)
- The author mentions … for which of the following reasons? (Rhetorical purpose)
- In paragraph 2, the author discusses X in order to _____. (Rhetorical purpose)
- The author uses X as an example of _____. (Rhetorical purpose)

Examples:

Passage 1 [Content areas: Humanities]

1 The origins of flamenco can be traced back for centuries. Appearing as an expression of an oppressed people, most particularly, the Gypsies of southern Spain, **its** distinctive mix of influences and musical complexity can be attributed to the results of the decree made in Spain in 1492 by Catholic Spanish King Ferdinand V and Queen Isabella that everyone living in their domain convert to Catholicism. This announcement was published under threat of varying degrees of punishment, the most cruel being death by fire. Gypsies, Muslims, Jews, and anyone living in Spain at the time were ordered to convert. It is believed that because of this decree, these diverse ethnic groups came together to help each other, and within this blend of cultures flamenco was born.

2 With the flourishing of flamenco music, there **emerged** a rapid evolution of flamenco dance, and in the 18th century, flamenco appeared recognizably as a structured dance. This dance, in general, comprises three artistic elements: the singing, the dance, and the guitar. Sometimes, in addition, members of a flamenco group perform *palmas*, or hand clapping.

3 Many scholars will agree that the hometown of flamenco is Jerez de la Frontera, in southern Spain. However, because of the nomadic nature of the Gypsies, who traveled from town to town selling their merchandise and doing odd jobs, flamenco quickly gained roots in various Andalucian towns, including Sevilla and Granada.

4 In 1782, the Leniency Edict of Charles III reestablished some measure of liberty for the Spanish Gypsies and permitted this music and dance to be adopted by the general population of Spain. During the 18th and 19th centuries, flamenco went through several stages, including the performance of the form by non-Gypsies. Paradoxically, this is what gave the form its legitimacy. This led to the development of professional artists, and flamenco was seen in theatres and *cafes cantantes* (song and dance cafes) where it could be heard and seen by the general public.

5 Many of the primitive styles languished and others disappeared, while other more upbeat forms achieved incredible popularity. Nowadays, flamenco is nothing short of an international phenomenon. Jerez, among the cities where flamenco was born, is the host of the annual Flamenco Festival.

41) What is the best title for this passage? [Gist, B1]
1. Flamenco Music and Dance
2. Flamenco Dance History
3. Diverse Ethnic Groups in Spain
4. A Blend of Cultures in Spain

42) What does the word "**its**" in paragraph 1 refer to? [Reference, A2]
1. Flamenco's
2. A pursued people's
3. Southern Spain's
4. The origin's

43) What does the word "**emerged**" in paragraph 2 mean? [Vocabulary, B1]
1. Changed
2. Adopted
3. Remained
4. Appeared

44) Flamenco can be traced back to the _____ century. [Detail, A2]
1. 15th
2. 16th
3. 17th
4. 18th

45) According to paragraph 2, all of the following are the main components of flamenco dance **EXCEPT** _____. [Negative Detail, B1]

1. singing
2. dancing
3. guitar
4. hand clapping

46) According to the passage, which of the following is true? [Detail, B1]

1. Jerez is the only birthplace of flamenco.
2. The Muslims and Jews brought the flamenco dance to Spain.
3. Flamenco festivals are held every year in all of Spain's regions.
4. Several types of flamenco dance have evolved over the past 200 years.

Passage 2 [Content areas: Humanities]

1 The visual images, signs, and symbols, of pop culture are important for you to understand if you want to understand Americans. **It is not enough to be able to speak and understand the language when you come to the U.S.A. You also need to be able to interpret the messages contained within the signs and symbols.** These signs and symbols are shorthand representations of the culture's abstract ideas and concepts. But how does one interpret these signs and symbols of a culture? Is there a road map?

2 The study and interpretation of signs and symbols is the province of a field known as semiotics. Semiotics is a special branch of communication studies, which specifically combines the techniques of sociolinguistic analysis with anthropological analysis. ■ When a person interprets a sign or symbol, that person engages in an act known as semiotic decoding. ■ An example of semiotic decoding is reading. ■ The words and letters are symbols that must be interpreted. To a semiologist, anything can be taken as a sign to be decoded and analyzed for meaning. ■

3 Semiotics, as a field of study, was formally established in the late nineteenth century and early twentieth century mainly through the writings and teachings of two men: Charles Sanders Pierce, an American philosopher and physicist, and Ferdinand de Sausurre, a Swiss linguist. Roland Barthes, a Frenchman, furthered the semiotic field in the 1950s by using semiotic techniques to analyze pop culture. Applying the theories of semiotics to pop culture is actually a lot of fun for anyone to do.

4 One area of interest in semiotics involves decoding the signs of cultural identity. A typical American university dormitory room or an American college student's bedroom at home provides a good picture of the identity or profile of that person. What decorates the walls? Is it a picture of James Dean? Che Guevara? Madonna? It is a shot of Michael Jordan? What is on the shelves? A teddy bear collection? Or football paraphernalia? Is there a CD system in the room? What music titles are there? ■ Is there a predominance of sixties retrograde collections like the Beatles, Simon and Garfunkel, Motown, and the Doors? ■ Or seventies disco music or crossover country rock? ■ Or eighties rap and new wave? ■ Is it easy listening music, salsa, blues, jazz, or soul? Is there a computer in the room? What type is it? A Macintosh or a Dell? **All of these commercial symbols carry with them images and styles that suggest you are one type of person or another.**

47) What is this passage mainly discussed? [Gist, B2]
1. History of semiotics
2. Methods of semiotics decoding
3. Semiotics in American pop culture
4. Importance of semiotics in American society

48) Which of the following best expresses the meaning of the highlighted sentence in paragraph 1? [Sentence Simplification, B1]
1. Interpreting the meaning of American signs and symbols is a process similar to learning to speak a language.
2. It is as important for visitors to understand American signs and symbols as it is for them to speak and understand the language.
3. People visiting the United States may not be able to interpret the signs and symbols as easily as they speak and understand the language.
4. A person arriving in the United States must not confuse the culture's signs and symbols with the meanings these symbols have in his or her own culture.

49) In paragraph 2, look at the four squares [■] that indicate where the following sentence would be added to the passage.

"When you read, you look at graphic symbols and place meanings on them."

Where would the sentence best fit? [Sentence Insertion, B2]

1. Square 1
2. Square 2
3. Square 3
4. Square 4

50) In paragraph 4, look at the four squares [■] that indicate where the following sentence would be added to the passage.

"An American's music collection can tell more about that person than anything else."

Where would the sentence best fit? [Sentence Insertion, C1]

1. Square 1
2. Square 2
3. Square 3
4. Square 4

51) Which of the following best expresses the meaning of the highlighted sentence in paragraph 4? [Sentence Simplification, B2]
1. People are primarily attracted to a product's symbolic meaning.
2. Commercial symbols are interpreted differently by different people.
3. Some types of commercial symbols convey more meaning than others.
4. The commercial products a person buys provide information about that person.

52) What is the most likely topic of the paragraph that follows the passage? [Transition, C1]
1. A method for semiotic analysis
2. Commercial symbols in different periods
3. Images and styles of commercial products
4. Relationship between semiotic and a person's identity

Passage 3 [Content area: Science]

1 Though trains saw widespread use over the course of the 19th century, the last hundred years have seen nothing but a decline in the use of railroads in the United States and a rapid growth in American car culture. While trains have begun recently to attract a little more interest from urban planners, there is no sign at all that the general public shares that interest. What accounts for this progressive loss of interest in train travel? What could have made Americans become so enamored of their cars?

2 Efficiency alone cannot be the answer we are looking for. Both automobiles and trains consume similar amounts of energy. The average car gets about 13 passengers-kilometers per liter of fuel, no improvement at all over trains, though if trains are forced to run with few passengers, they can actually be much less efficient than cars. Consequently, if one's objective is to conserve energy, neither mode of transportation offers any real advantage, with one exception: interurban light rail and subways are about 25 percent more fuel efficient than cars.

3 Both rail and automobile transportation depend on expensive infrastructure; highway construction in the United States averages several million dollars per kilometer and can easily go much higher. Railroads are almost as expensive to build, and railroad operators must also pay to maintain their locomotives and rolling stock. Therefore, there does not seem to be a particular advantage in either fuel efficiency or the cost of construction and maintenance associated with either automobiles or trains.

53) What does the author suggest about the public's declining interest in trains? [Inference, B2]
1. It was never shared by urban planners.
2. It occurred quickly after the car was invented.
3. It happened slowly over the course of the century.
4. It was due to the inefficiencies of rail transportation.

54) How does the author describe the public's declining interest in trains? [Rhetorical purpose, C1]
1. By making an analogy
2. By citing the results of a study
3. By investigating possible causes
4. By providing a historical narrative

55) Why does the author mention interurban light rail in paragraph 2? [Rhetorical purpose, C1]
1. To argue that trains are superior to cars
2. To urge action on the part of urban planners
3. To highlight a modern advance in train technology
4. To emphasize a case contrasting with his main point

56) It can be inferred from the information in paragraph 3 that railroads _____. [Inference, C1]
1. are slightly less expensive to build than highways
2. were most popular in the U.S. in the past 100 years
3. never had the same level of public interest as cars
4. are more likely to be fuel-efficient than automobiles