

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 being the son of the previous owner |
| 3. A son of the previous owner | 4. He is the son of the previous owner |

3. Determiners:

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

Law enforcement officials had _____ realistic opportunities to detain the suspect before the extensive _____ of fraud-related offenses became publicly known. [B2]

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

3.3 Possessive Adjectives

Staff members are encouraged to organize _____ schedules carefully instead of interfering with _____. [B1]

- | | |
|-------------------|--------------------|
| 1. theirs / their | 2. their / theirs |
| 3. their / their | 4. theirs / theirs |

3.4 Demonstratives

The committee rejected _____ proposal due to concerns about its financial feasibility. [B1]

- | | |
|----------|-----------|
| 1. that | 2. theirs |
| 3. these | 4. those |

4. Linking Verbs connect the subject to a subject complement that describes, identifies, or characterizes the subject rather than expressing a direct action. Common linking verbs include *copular be, become, feel, seem, sound, look, turn, appear, remain, and grow*.

Examples:

After the accident, the victim _____ emotionally withdrawn for several months. [B1]

- | | |
|-----------------|-------------|
| 1. was becoming | 2. becoming |
| 3. became | 4. become |

Witnesses reported that the homeowner _____ unusually composed even as the building suddenly _____ to collapse. [B2]

- | | |
|---------------------------|----------------------------|
| 1. was seeming/ began | 2. seemed / began |
| 3. was appearing/ started | 4. appeared / was starting |

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 many stative verbs are transitive and take direct objects, linking verbs characteristically connect the subject to a subject complement rather than to a direct object.

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. **Causative Emotion Verbs** (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 bored | 2. was boring |
| 3. bored | 4. bores |

7. **Tenses**

Examples:

The position on the city council _____ next week when the electorate _____. [B2]

- | | |
|--------------------------------------|-------------------------------|
| 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 |

The company eventually acknowledged that several critical documents _____ before the investigation _____. [C1]

- | | |
|---|---------------------------------------|
| 1. disappeared / had officially begun | 2. had disappeared / officially began |
| 3. was disappeared / had officially begun | 4. was disappeared / officially began |

8. **Subjunctive**

Example:

The board insisted that all contractual obligations _____ in full prior to the merger negotiations. [C1]

- | | |
|-------------------|------------------|
| 1. were fulfilled | 2. fulfilled |
| 3. be fulfilled | 4. are fulfilled |

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 |

No reliable statistics were provided regarding public attitudes before the documentary aired.

Therefore, audience concern about the issue _____ considerably lower prior to the broadcast. [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. [B1]

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

Several residential buildings that _____ during the storm last month _____ by structural engineers this week. [B2]

- | | |
|-----------------------------|--|
| 1. damaged / are inspecting | 2. were damaged / are being inspected |
| 3. damaged / inspected | 4. were damaging / have been inspected |

11. Non-Finite Dependent Clauses:

Examples:

11.1 To-Infinitival Clauses

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 Bare Infinitival Clauses

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

- | | |
|------------|------------|
| 1. call | 2. calling |
| 3. to call | 4. called |

11.3 Gerund Clauses

_____ in competitive athletics at an international level demands exceptional mental and physical endurance. [B2]

- | | |
|------------------|----------------------------|
| 1. Participated | 2. People participate |
| 3. Participating | 4. When people participate |

11.4 Participial Clauses (Present, Past, and Present Perfect)

Customers are advised to retain all receipts for electronic devices _____ during the promotional period. [B1]

- | | |
|---------------|---------------------|
| 1. purchasing | 2. were purchased |
| 3. purchased | 4. having purchased |

_____ artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road. [B1]

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

_____ the contract in its entirety, Tomas concluded that it represented a fair and equitable agreement. [B2]

- | | |
|--------------------|--------------------|
| 1. Once he reviews | 2. Having reviewed |
| 3. Reviewing | 4. To review |

12. Other Types of Phrases:

Examples:

12.1 Adjective Phrases

The product, _____ among younger consumers despite its attractive packaging, failed to gain widespread popularity. [B1]

- | | |
|---------------------|---------------|
| 1. had been popular | 2. be popular |
| 3. was popular | 4. popular |

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

Public opinion has gradually shifted _____ implementing stricter regulations on data privacy. [B2]

- | | |
|-----------------------|-------------------|
| 1. in accordance with | 2. in addition to |
| 3. in favor of | 4. in place of |

12.3 Verbless Clauses

_____ difficult to observe directly, several deep-sea species have been extensively studied through remote imaging technology. [B2]

- | | |
|-------------------|------------------|
| 1. Although | 2. Despite |
| 3. Although it is | 4. Despite being |

13. Subordinate Clauses:

Examples:

13.1 (Incomplete) Noun Clauses including missing subordinators

_____ 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 (Incomplete) Adjective Clauses including missing relative pronouns

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 (Incomplete) Adverb Clauses including missing subordinators

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

- | | |
|----------|----------|
| 1. After | 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:

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 |

The proposal would likely receive broader public support, _____ sufficient environmental safeguards were put in place. [C1]

- | | |
|----------------|-------------|
| 1. seeing that | 2. lest |
| 3. given that | 4. provided |

15. Pronouns including 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 |

One proposal focused on reducing operational costs, while _____ emphasized long-term sustainability. [B2]

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

16. Compound Adjectives

Examples:

The _____ athlete 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 is 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:

Examples:

17.1 Expressions of (In)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. far warmer than |
| 3. are warmer as | 4. are warmer than |

17.4 Superlatives

For many travelers, winter is _____ time of the year to visit the northern region.. [A2]

- | | |
|-------------------|-----------------------|
| 1. beautiful | 2. most beautiful |
| 3. more beautiful | 4. the most beautiful |

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 evidence appeared convincing at first, _____ further analysis revealed several inconsistencies in the data. [B2]

- | | |
|--------|--------|
| 1. or | 2. yet |
| 3. nor | 4. for |

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. Meanwhile |
| 3. Consequently | 4. Similarly |

19. 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 _____ audience grew increasingly uncomfortable during the speaker's long and _____ presentation. [B2]

1. tired/ bored
2. tiring/ boring
3. tiring / bored
4. tired / boring

20. Parallel Structures

Examples:

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

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

There are invoices to process, emails to respond to, and customer complaints _____. [B2]

1. should be resolved
2. to resolve
3. are resolved
4. be resolved

21. Word Order

Examples:

Wetlands are considered _____ many coastal ecosystems around the world. [B1]

1. highly valuable parts of
2. valuable highly parts of
3. parts of valuable highly
4. parts of highly valuable

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

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

22. 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

23. Substitution is the grammatical process in which a word or phrase is replaced by a substitute form (pro-form) to avoid unnecessary repetition while maintaining cohesion in discourse. It tests understanding of reference, cohesion, and grammatical economy.

Note: Pronoun substitution is excluded here as it is already covered under *Specification No. 15*.

23.1 Adverbial Substitution uses adverbs such as *there, here, then* to replace repeated locational or temporal information.

Example:

The summit was originally scheduled for Geneva, but escalating security concerns made it impossible to hold the negotiations _____. [C1]

1. then 2. there 3. by then 4. in there

23.2 Verb Phrase / Clause Substitution uses forms such as *do, do so, did so, done so, if so,* and *hope so* to substitute for previously mentioned actions, processes, or propositions.

Examples:

Several multinational corporations pledged to reduce emissions by 2040, yet very few, in fact, _____ in ways that satisfy independent regulators. [B2]

1. are doing so 2. do as pledged 3. have done so 4. did it

The committee may recommend a full external audit, and if _____, shareholders are likely to demand immediate reforms. [C1]

1. this occurs 2. it is the case 3. such 4. so

24. Ellipsis is the omission of recoverable linguistic material from a sentence where repetition would be unnecessary. This construct measures understanding of syntactic reduction, stylistic conciseness, and advanced parallel structures typical of formal and academic discourse.

24.1 Coordinated Clause Ellipsis: Repeated grammatical elements are omitted in coordinated clauses (often joined by *and, but, or*) to avoid unnecessary repetition.

Example:

The minister had reviewed the policy proposal and _____ immediate revisions. [B2]

1. did request 2. requested 3. he has requested 4. was requested

24.2 Parallel Structural Ellipsis: Repeated constituents are omitted within balanced parallel structures (especially after correlative *conjunctions, comparison, or balanced rhetorical structures*) while maintaining grammatical coherence.

Example:

The CEO was admired more for the new assistant's strategic foresight than _____ short-term profitability. [C1]

1. achieving 2. for achieving 3. achieved 4. achievement of

Measuring Vocabulary Knowledge

25. 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. bail out 2. carry on with 3. phase out 4. catch up on

26. Word Choice

Examples:

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

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

The documentary presented _____ compelling evidence that many viewers changed their opinions afterward. [B2]

1. so 2. such
3. quite 4. rather

27. Confusing Words (e.g., lay/lie, lose/loose/lost, rise/raise, fair/fare, fee/fine)

Examples:

All of the passengers were still _____ when rescue workers arrived. [B1]

- | | |
|-----------|-----------------|
| 1. living | 2. live |
| 3. lively | 4. alive |

The workers were instructed to _____ the equipment carefully on the storage platform before the inspection began. [B2]

- | | |
|---------------|---------|
| 1. lie | 2. laid |
| 3. lay | 4. lain |

28. Collocations

Examples:

Several advocacy groups have attempted to _____ to the growing problem of online misinformation. [B1]

- | | |
|---------------------------|-------------------|
| 1. bring attention | 2. make awareness |
| 3. bring recognition | 4. make concern |

During his medical research in sub-Saharan Africa, the scientist happened to _____ due to prolonged exposure to malaria-infected areas. [B2]

- | | |
|-----------------------|------------------------------|
| 1. catch an infection | 2. contract a disease |
| 3. receive an illness | 4. develop a condition |

The company hoped to _____ consumers by unexpectedly _____ a launch event ahead of schedule. [C1]

- | | |
|---------------------------------------|---|
| 1. create excitement among / hosting | 2. prepare a surprise for / conducting |
| 3. make an impression on / organizing | 4. spring a surprise on / throwing |

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. Causative Emotion
7. Tenses
8. Subjunctive
9. Modal Auxiliaries
10. Active and Passive

11. Non-Finite Dependent Clauses: 11.1 To-Infinitival Clauses; 11.2 Bare Infinitival Clauses; 11.3 Gerund Clauses; and 11.4 Participial Clauses (Present, Past, and Present Perfect)
12. Other Types of Phrases: 12.1 Adjective Phrases; 12.2 Prepositional Phrases; and 12.3 Verbless Clauses
13. Subordinate Clauses: 13.1 (Incomplete) Noun Clauses including missing subordinators; 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 including 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. Word Forms (correct part of speech, including the *-ed* and the *-ing* adjectives)
20. Parallel Structures
21. Word Order
22. Inversion
23. Substitution: 23.1 Adverbial Substitution; 23.2 Verb Phrase / Clause Substitution
24. Ellipsis: 24.1 Coordinated Clause Ellipsis; 24.2 Parallel Structural Ellipsis

Measuring Vocabulary Knowledge

25. Phrasal Verbs
26. Word Choice
27. Confusing Words
28. Collocations

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

- 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 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

- 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

- 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 Andalusian 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 *cafés 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) 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

45) 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 Peirce, an American philosopher and physicist, and Ferdinand de Saussure, 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.**

46) 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 |

47) 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.

48) 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 |

49) 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 |

50) 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.

51) 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.

52) 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.

53) 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

54) 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

55) 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



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