

# iTEP Preparation Guide

by

**Boston Educational Services**



## Copyright © 2012 by Boston Educational Services

All rights reserved.

No part of this book may be reproduced in any form, by Photostat, microfilm, xerography, or any other means, or incorporated into any information retrieval system, electronic or mechanical, without the written permission of the copyright owner.

*All inquiries should be addressed to:*

Boston Educational Services  
22048 Sherman Way  
Suite 113  
Canoga Park, CA 91303  
<http://www.iTEPexam.com>

## Table of Contents

I.	GENERAL INTRODUCTION TO ITEP.....	1
A.	ITEP Exams .....	1
B.	How to Use the Prep Guide .....	2
C.	Sample Preparation Agenda .....	3
D.	General Tips for Improving English Language Skills.....	3
II.	ITEP EXAM.....	4
A.	General Information .....	4
B.	What to Expect on Exam Day.....	4
C.	Exam Length.....	4
D.	Exam Structure.....	5
E.	Exam Content.....	5
F.	Delivery Method .....	7
G.	Timing Mechanism.....	7
H.	Transition Screens.....	8
III.	DIAGNOSTIC EXAM #1: A Discovery Tool.....	9
A.	Why Take a Diagnostic Exam .....	9
B.	How to Take the Diagnostic Exam .....	9
C.	Diagnostic Exam Results: Score Report.....	10
D.	Skill Profile: Identifying Strengths and Weaknesses .....	10
E.	Scoring Review .....	10
F.	ITEP Ability Guide.....	11
IV.	SKILL DEVELOPMENT AND PRACTICE EXERCISES.....	12
A.	Reading Exercises and Skill Development.....	12
1.	Reading Part 1 .....	15
2.	Reading Part 2 .....	23
3.	Reading: General Skill Development and Take-Aways .....	30
B.	Listening Exercises and Skill Development .....	31
1.	Listening Part 1.....	33
2.	Listening Part 2.....	37
3.	Listening Part 3.....	40

4.	Listening: General Skill Development and Take-Aways .....	43
C.	Grammar Exercises and Skill Development .....	44
1.	Grammar Part 1 .....	46
2.	Grammar Part 2 .....	50
3.	Grammar - General Skill Development and Take-Aways .....	54
D.	Writing Exercises and Skill Development.....	55
1.	Writing Part 1 .....	57
2.	Writing Part 2 .....	59
3.	Writing - General Skill Development and Take-Aways .....	61
E.	Speaking Exercises and Skill Development .....	62
1.	Speaking Part 1 .....	65
2.	Speaking - Part 2 .....	67
3.	Speaking - General Skill Development and Take-Aways.....	70
V.	DIAGNOSTIC EXAM #2: A Comparison Tool .....	72
VI.	FINAL REVIEW .....	73
A.	Brief Review of Exam Day Rules and Tips .....	73
VII.	APPENDIX A – SCORE REPORT.....	74
VIII.	APPENDIX B – iTEP ABILITY GUIDE .....	75
IX.	APPENDIX C – ANSWER KEYS .....	76
X.	APPENDIX D – LISTENING SECTION SCRIPTS .....	78
XI.	APPENDIX E – SUGGESTED PREPARATION COURSE OUTLINES.....	85
A.	Option A .....	85
B.	Option B .....	86
XII.	APPENDIX F – FREQUENTLY ASKED QUESTIONS (FAQ).....	88

## I. GENERAL INTRODUCTION TO iTEP

The International Test of English Proficiency, iTEP, is an innovative, Internet-based English assessment tool developed by Boston Educational Services. The primary function of iTEP is to assess the English language proficiency of learners of English as a Second Language. iTEP is used by academic institutions, businesses, government agencies, and other organizations. iTEP scores are used for admission and placement, student and course progress assessment, employment and promotion decisions, and eligibility for scholarship and exchange programs.

Currently, three types of iTEP exams are available:

- iTEP Academic, ideal for colleges, universities, and Intensive English Programs;
- iTEP Business, designed for the corporate world;
- iTEP SLATE (Secondary Level Assessment Test of English), the exam for early high school students and young learners.

All three types have the same basic structure, standardized scoring rubrics, and administration procedures. Each of these three exams has two versions as described below.

---

### A. iTEP Exams

**iTEP Academic:** Features content, settings, and vocabulary typically found at educational institutions.

- **iTEP Academic** assesses Reading, Listening, and Grammar skills. The exam is 50 minutes in length, with an additional 10 minutes given to pre-test preparation.
- **iTEP Academic-Plus** assesses Reading, Listening, Grammar, Writing, and Speaking skills. The exam is 80 minutes in length, with an additional 10 minutes given to pre-test preparation.

**iTEP Business:** Features content, settings, and vocabulary similar to the world of business, commerce, and industry.

- **iTEP Business** assesses Reading, Listening, and Grammar skills. The exam is 50 minutes in length, with an additional 10 minutes given to pre-test preparation.
- **iTEP Business-Plus** assesses Reading, Listening, Grammar, Writing, and Speaking skills. The exam is 80 minutes in length, with an additional 10 minutes given to pre-test preparation.

**iTEP SLATE:** Features content, settings, and vocabulary that is age and context appropriate for high school and junior high school examinees.

- **iTEP SLATE** assesses Reading, Listening, and Grammar skills. The exam is 50 minutes in length, with an additional 10 minutes given to pre-test preparation.
  - **iTEP SLATE-Plus** assesses Reading, Listening, Grammar, Writing, and Speaking skills. The exam is 80 minutes in length, with an additional 10 minutes given to pre-test preparation.
-

## B. How to Use the Prep Guide

This iTEP Prep Guide is designed to allow the examinee the opportunity to become familiar with, and to practice, all of the English language skills assessed on the iTEP examination. This guide can be used for all types of iTEP exams. Basic English language skills of Reading, Listening, Grammar, Writing, and Speaking are tested. All situations in which the English language is used are represented in various types of the iTEP exam.

The iTEP Prep Guide provides equal coverage of all sections of the iTEP examination. The sample exercises are representative of all three types of iTEP: Academic, Business, and iTEP SLATE. It is important for the examinee to become familiar with each section of the exam and to demonstrate skills in each of the basic English language areas. Thus, the examinee is urged to review all sections of the iTEP Prep Guide and to practice materials representative of all sections of the exam in their entirety. The iTEP Prep Guide covers this material (in section IV) in the same order as it appears on the exam (Reading, Listening, Grammar, Writing, and Speaking). It is recommended that the iTEP Prep Guide be followed in the order presented. This will help the examinee become acquainted with the same transition from one type of English language skill to the next as presented on the actual exam.

It is also important to customize the iTEP Prep Guide according to the needs of the examinee by spending more time on areas where improvement is needed. An important step in using the iTEP Prep Guide is to determine the examinee's strengths and weaknesses. A full length, authentic Diagnostic Examination is provided online for this purpose for those who have purchased the iTEP Prep Guide. Directions for taking the Diagnostic Examination are in Section V of the iTEP Prep Guide. Results from the first three sections of the examinee's Diagnostic Examination – Reading, Listening, and Grammar – will be available to the examinee shortly after completion of the examination. Then the examinee can continue through the remainder of the guide. The examinee's results for the Writing and Speaking sections require 5 business days for scoring. The examinee will need to retrieve the results from the seller from whom the iTEP Prep Guide was purchased.

The iTEP Prep Guide discusses English language skills and includes question types for each section of the iTEP examination. Samples of actual exam questions for each section, skill development, and practice items are included. The Examples for each section will include the correct answer within the exercise itself. The correct answers for the Practice Exercises are found in the Answer Key in *Appendix C*. For the Listening section, the examinee will need to use the accompanying audio tracks (CD or digital/online). Each conversation and exercise that follows is on a separate track so that the examinee can replay them separately. Each track has the same name as the corresponding exercise heading, i.e. "**Play Track 1 (Listening Part 1- Example A Conversation)**". For instructional purposes, scripts of some of the listening samples are found in *Appendix D*. The iTEP Prep Guide also includes examples of Writing and Speaking topics for the examinee's independent practice.

The following Sample Preparation Agenda provides complete coverage of the iTEP Prep Guide contents. However, the iTEP Prep Guide can be personalized to fit the examinee's needs as more time and practice may be needed on topics related to the examinee's weaknesses. Some general tips are provided in Section D below ("General Tips for Improving English Language Skills") to provide the examinee with extra learning outside of class. Additional tips and skill development specific to the various section and question types are offered throughout this guide.

### **C. Sample Preparation Agenda**

- 1) Reviewing the General Structure of the iTEP Exam
  - 2) Taking the Diagnostic Exam
  - 3) Analyzing Diagnostic Exam Results: Scoring and Ability Levels
  - 4) Reviewing Practice Exercises, Specific Skills, and Skill Development
    - a. Reading
    - b. Listening
    - c. Grammar
    - d. Writing
    - e. Speaking
  - 5) Taking Diagnostic Exam #2 to Assess Progress
  - 6) Final Items to Remember for the Exam Day
- 

### **D. General Tips for Improving English Language Skills**

Prior to beginning, and throughout the iTEP Prep Guide, the examinee should use English language improvement exercises outside of class as much as possible. The following are some ways to improve English language skills outside of the classroom:

- Listen to English language radio
  - Watch English language TV
  - Watch English language TV with Closed Captioned English subtitles
  - Watch English language movies
  - Read English language newspapers and magazines such as *U.S.A. Today*, *Time*, *Newsweek*, *People*, and *Discover* that use language at an appropriate level and that provide readers with a wide variety of word choices and sentence structures
  - Use the Internet and computer programs in English
  - Visit Internet websites devoted to English language learning. There are many of these providing help in all areas of language development
  - Speak English as often as possible, especially with native English speakers. Online chat groups for English language learners provide peer learning and support in addition to improving language skills
  - Make and review vocabulary flashcards of new or difficult English words
  - Keep an English language journal and/or vocabulary notebook of new words
  - Think of the English word for common objects and activities during the day, such as food items, automobiles, books, talking on the telephone, taking the bus, going to a store, etc.
-

## II. iTEP EXAM

This iTEP Prep Guide is designed to help the examinee prepare for the iTEP exam. This iTEP Prep Guide is also useful to Test Center Administrators, English Language Instructors, Educational Advisors, and others who may assist the examinee with preparation for taking the iTEP exam online. The iTEP exam will determine an overall proficiency level of English Language learners.

---

### A. General Information

- The Reading, Listening, and Grammar sections consist of multiple-choice questions. The Writing and Speaking sections require examinees to produce actual samples.
  - Examinees should try to answer all questions to the best of their ability. There is no penalty for a wrong answer.
  - Each iTEP section begins with instructions. The questions for Part 1 of each section are less challenging than questions for Parts 2 and 3.
- 

### B. What to Expect on Exam Day

The examinee should arrive a few minutes before the scheduled exam time, as instructed by the Test Center when the exam is scheduled.

1. The examinee must present the iTEP Administrator with a government-issued picture form of identification. The picture identification form presented must be the same as the identification information provided on the examinee registration form.
  2. Reference materials, tools, and other personal items (e.g. dictionaries, mobile phones, audio recording devices, PDAs, notebooks, etc.) are not permitted in the room during the exam.
  3. Smoking, eating, and drinking are not permitted during the exam.
  4. The examinee will be seated at a computer, sometimes separated by partitions.
  5. During the examination process, the examinee may only have two items on the desk: a pen or pencil, and one sheet of paper for note-taking during the Listening and Speaking Sections. All notepaper will be collected at the end of the exam and destroyed by the Administrator. The notes will not be graded.
  6. During the examination process, one or more iTEP Administrators will be in the room at all times.
  7. The iTEP Administrator reserves the right to dismiss an examinee from the exam or to void exam results if the examinee violates any of the above conditions or fails to follow the Administrator's instructions during the exam.
- 

### C. Exam Length

Total exam time for iTEP Academic, iTEP Business, and iTEP SLATE is 50 minutes, plus 10 minutes for exam preparation. Total exam time for iTEP Academic-Plus, iTEP Business-Plus, and iTEP SLATE-Plus is 80 minutes, plus 10 minutes for exam preparation.

---



## D. Exam Structure

The iTEP exams consist of a short "preliminary" section followed by the exam content. The preliminary section guides the examinee through a series of steps to ensure technical compatibility and examinee readiness. This includes the complete Technical Checklist of the software required for exam administration, as well as examinee identification items such as log-in and registration.

## E. Exam Content

iTEP Academic-Plus, iTEP Business-Plus, and iTEP SLATE-Plus each have five sections – Reading, Listening, Grammar, Writing, and Speaking – presented in that order. Please note that in each section, examinees will encounter content and questions targeted at varying levels of proficiency.

[**Note:** iTEP has 2 parts to the Reading section. iTEP SLATE has 3 parts to the Reading section.]

SECTION	FORMAT	NUMBER AND TYPE OF QUESTIONS	TIME
<b>Reading</b> Part 1	<b>iTEP</b> 250-word Passage	<b>iTEP</b> 4 Multiple-Choice	20 Minutes
	<b>iTEP SLATE</b> 50-word Passage	<b>iTEP SLATE</b> 2 Multiple-Choice	
Part 2	<b>iTEP</b> 400-450 word Passage	<b>iTEP</b> 6 Multiple-Choice	
	<b>iTEP SLATE</b> 200-word Passage	<b>iTEP SLATE</b> 4 Multiple-Choice	
Part 3	<b>iTEP SLATE (only)</b> 500-word Passage	<b>iTEP SLATE (only)</b> 6 Multiple-Choice	
<b>Listening</b> Part 1	4 short conversations	4 Multiple-Choice	
Part 2	One 2-3 minute conversation	4 Multiple-Choice	
Part 3	One 4-minute lecture	6 Multiple-Choice	

<b><u>Grammar</u></b>			
<b>Part 1</b>	Complete the sentences	12 Questions	10 Minutes
<b>Part 2</b>	Identify <u>incorrect</u> phrase or word	13 Questions	
<b><u>Writing</u></b>			
<b>Part 1</b>	Listen and respond to instructions	Write a response of 50-75 words	25 Minutes
<b>Part 2</b>	Listen to a topic and respond	Write 175-225 words to express and support the examinee's opinion on the topic	
<b><u>Speaking</u></b>			
<b>Part 1</b>	Listen and read a short question	Prepare and speak	5 Minutes
<b>Part 2</b>	Listen to two (2) sides of a topic	Prepare and the examinee speaks his or her opinion	

1. **Reading – 20 minutes/2parts**

**Part 1:**

iTEP: One intermediate-level passage about 250 words in length followed by 4 multiple-choice questions

iTEP SLATE: One low-intermediate level passage about 50 words in length followed by 2 multiple-choice questions

**Part 2:**

iTEP: One upper-level passage about 450 words in length followed by 6 multiple-choice questions

iTEP SLATE: One intermediate-level passage about 250 words in length followed by 4 multiple-choice questions

**Part 3: (iTEP SLATE ONLY)** One low advanced to advanced-level passage about 500 words in length, followed by 6 multiple-choice questions

2. **Listening – 20 minutes/3 parts**

**Part 1:** Four high-beginning to low-intermediate-level conversations of 2-3 sentences, each followed by 1 multiple-choice question

**Part 2:** One 2 to 3-minute intermediate-level conversation followed by 4 multiple-choice questions

**Part 3:** One 4-minute upper-level lecture followed by 6 multiple-choice questions

3. **Grammar (Structure) – 10 minutes/2 parts**

**Part 1:** Low-intermediate to advanced level sentences presented as fill in the blank, followed by multiple-choice answers

**Part 2:** Low-intermediate to advanced-level sentences presented as sentence corrections, followed by multiple-choice answers

4. **Writing – 25 minutes/2 parts**

**Part 1:** Examinee is asked to write a short note, geared at the low-intermediate level, on a given topic in response to instructions (5 minutes / 50-75 words)

**Part 2:** Examinee is presented with a brief, upper-level written topic and is asked to express and support an opinion on the topic (20 minutes / 175-225 words).

5. **Speaking – 5 minutes/2 parts**

**Part 1:** Examinee hears and reads a short question geared at the low-intermediate level. Examinee has 30 seconds to prepare a spoken response, and 45 seconds to speak.

**Part 2:** Examinee hears a brief upper-level statement presenting two sides of an issue. Examinee is then asked to express his/her thoughts on the topic, with 45 seconds to prepare, and 60 seconds to speak.

---

**F. Delivery Method**

- iTEP exams are delivered via the Internet and must be administered at a secure location or a Certified iTEP Test Center. (The Diagnostic Exams in this Prep Guide may be administered in non-secure conditions.)
  - Reading, Listening, and Grammar sections: Examinee selects answers from a set of multiple choice responses for each question.
  - Writing section: Examinee types written sample directly into a text entry field using the computer keyboard.
  - Speaking section: Examinee records sample with a headset/microphone at the examinee's computer.
- 

**G. Timing Mechanism**

- Each section has a fixed time allotted to it. If an examinee completes a section with time left, the examinee may advance to the next section, but the remaining time is not applied to the next section.
- Reading and Grammar sections: Examinees are free to use any extra time to review and revise their answers.
- Listening section: Examinee is unable to review since the listening selections play only once.
- Writing section: Examinee has a fixed time limit for each part, but may choose to advance to the next section before time expires.
- Speaking section: Examinee has fixed time limits for each part.

The directions for each section are displayed for a fixed amount of time. This amount varies according to the length of the directions, and should be adequate for most examinees. If an examinee needs more time to review a particular section's directions, s/he can always access them by clicking the "Help" button, which displays a complete menu of directions for all exam sections. However, the examinee should be aware that the time clock will continue to run while "Help" is accessed.

---

## **H. Transition Screens**

Following each of the Reading, Listening, Grammar, and Writing sections, examinees see a screen entitled, "Beginning Next Section. . ." These "transition screens" give the examinee a 15-second break between sections. They also display the completed exam sections and remaining exam sections. After the last exam section (Grammar or Speaking depending on the version) is completed, the examinee will see an "End of Test" screen, which tells him/her to wait for further directions from the iTEP Administrator. The examinee can exit the exam at this point.

---

### III. DIAGNOSTIC EXAM #1: A Discovery Tool

#### A. Why Take a Diagnostic Exam

The first step in preparing for any iTEP exam is for the examinee to become aware of his/her current skill level. A full-length Diagnostic Exam is provided for this purpose. The Diagnostic Exam will help indicate:

- how well the examinee performs under examination conditions
- how well the examinee understands examination directions
- the examinee's areas of strength and weakness
- where to focus the examinee's studies
- how the examinee's language skills apply to the real world

At the end of the iTEP Prep Guide, the examinee will take another Diagnostic Exam. The results should be compared to those of the first exam to determine the degree of improvement and to identify areas in which more practice is needed.

---

#### B. How to Take the Diagnostic Exam

[NOTE: Please contact the iTEP Representative in your area for more information about the Diagnostic Exams.]

Two Diagnostic Exams are part of each purchased iTEP Prep Guide. The purpose of Diagnostic Exam #1 is to determine the examinee's true level of proficiency in English language communication. Any confusion about the exam directions, discomfort with technology, or unfamiliarity with exam format or content can be prevented by becoming familiar with iTEP through Diagnostic Exam #1. Before taking Diagnostic Exam #1, the examinee must:

- Review the description of the exam and the examination experience in Section III of this guide.
- Read Section IV and review the "General Skill Development and Take-Aways".
- Make sure that the computer equipment is adequate and that the examinee is comfortable using the computer and the headphones.

When the examinee is ready to take the exam:

- Use the full 90 minutes of uninterrupted time at a comfortable location where the examinee will not be disturbed.
  - Put away all phones and other distractions.
  - Make sure the examinee has a pen or pencil and a sheet of paper for taking notes during the Listening and Speaking sections.
  - Go to <http://www.besiTEP.com/test/intro.php>
  - Follow the procedures for login, registration, and technical assessment at the beginning of the exam.
  - Follow the directions for each section and subsection of the exam.
  - After completion of the final section (Speaking), the examinee will see an "End of Test" screen, which tells him/her to wait for further directions from the iTEP Administrator. The examinee can close and exit the exam at this point.
-

### **C. Diagnostic Exam Results: Score Report**

After taking the exam, the examinee will receive a Score Report, which includes an evaluation of the examinee's English language abilities by exam section. Results from the first three sections of the examinee's Diagnostic Examination – Reading, Listening, and Grammar – will be available to the examinee shortly after completion of the examination. These results will provide an understanding of the examinee's strengths and weaknesses to assist in continuing through the remainder of the program. This will also support the examinee in reviewing the next three sections of the iTEP Prep Guide. The examinee's results for the Writing and Speaking sections require 5 business days for scoring. Once the examinee receives those results, the examinee can use the information to improve skills in those sections. After the examinee's results have been interpreted, the examinee will know which areas should receive extra study attention. With this information, an individualized study program can be devised. Please see *Appendix A* for a sample of the Score Report.

---

### **D. Skill Profile: Identifying Strengths and Weaknesses**

The Skill Profile is contained in the Score Report and should be studied and analyzed. The Skill Profile provides a graphic image of how well the examinee has performed in each of the five exam areas. The performance levels range from Beginning to Advanced, and match those given in the Score Report. Please see *Appendix A* for a sample of the Skill Profile in the Score Report.

---

### **E. Scoring Review**

The exam will determine an overall proficiency level from 0 (Beginner) to 6 (Advanced) with an expression of the examinee's proficiency level in half-level increments (2.5, 3.5, etc.) if the overall score falls between two primary levels. Individual proficiency levels from 0 to 6 are expressed for each of the five skills assessed.

- The Reading, Listening, and Grammar sections are scored automatically by iTEP software, which generates both an index score and a corresponding iTEP level (0-6).
- The Writing and Speaking samples are evaluated by native English speaking ESL-trained professionals, according to a standardized scoring rubric. Additional details about the criteria used by graders to evaluate these samples will be given in the Writing and Speaking sections of the iTEP Prep Guide.
- Each exam section is weighted equally. There is no penalty in the multiple-choice sections for guessing or incorrect answers.
- The Score Report presents an individual's scoring information in both tabular and graphical formats. The graphical format, referred to as the Skill Profile, is particularly useful for displaying an examinee's strengths and weaknesses in each of the skills evaluated by the exam.

## The Seven Levels

The seven proficiency levels identified by the exam may be expressed briefly as follows:

- Level 0: Beginning
  - Level 1: Elementary
  - Level 2: Low-Intermediate
  - Level 3: Intermediate
  - Level 4: High-Intermediate
  - Level 5: Low-Advanced
  - Level 6: Advanced
- 

## F. iTEP Ability Guide

Use the Ability Guide in *Appendix B* to see at a glance how well an examinee can use English to communicate in the "real world" at each of iTEP's thirteen levels.

---

#### IV. SKILL DEVELOPMENT AND PRACTICE EXERCISES

##### A. Reading Exercises and Skill Development

iTEP Beginning Next Section...

Help

11 seconds

The Start section is completed.

The Reading section is next.

Reading Listening Grammar Writing Speaking

< Back Next >

© Copyright 2011 Boston Educational Services, LLC

**Transition to Reading Section:** The examinee has 15 seconds before the next section begins.

---



### Reading - Overview

- The iTEP Reading section has two parts:
  - one intermediate-level passage of about 250 words in length, followed by four multiple-choice questions, and
  - one upper-level passage about 450 words in length followed, by six multiple-choice questions.
- The iTEP SLATE Reading section has three parts:
  - One low-intermediate-level passage of about 50 words in length followed by two multiple-choice questions,
  - One intermediate-level passage about 250 words in length followed by four multiple-choice questions, and
  - One low-advanced-level passage of about 500 words in length followed by six multiple-choice questions.
- This section of the exam is 20 minutes long.
- The "BACK" button may be used to review the passage, or review and change the answers.

The questions in the Reading section assess reading comprehension. No previous knowledge of the topic is required. All questions can be answered by the application of basic reading skills to the information in the text. This is an important point, as examinees sometimes fear that their knowledge of the subject is weak. Examinees should be assured that this is not what is being assessed.

The Reading section is designed to determine how well the examinee will be able to understand typical material that will be encountered in high school (iTEP SLATE), college (iTEP Academic), or business (iTEP Business) environments.

## Reading – General Directions

**iTEP Reading**

Help

**General Directions**

○○○○○○○○○● 45 seconds

**Part 1.** The first passage is approximately 250 words in length, and is followed by 4 questions.

**Part 2.** The second passage is approximately 450 words in length, and is followed by 6 questions.

In this section you will have 20 minutes to read two passages and answer comprehension questions about them. While there is time remaining, you may use the "Next" and "Back" buttons to move forward and backward between both passages and all of the questions, and you may change your answers if you wish.

Prepare to begin Part 1.

< Back      Next >

© Copyright 2011 Boston Educational Services, LLC

In Part 1 of this section for the **Academic and Business** exams the examinee will read a short passage (250 words) and answer 4 questions. In Part 2 the examinee will read a longer passage (450 words) and answer 6 questions.

In Reading Part 1 of the **iTEP SLATE** exams, the examinee will read a short passage (50 words) and answer 2 questions. In Part 2 the examinee will read a longer passage (200 words) and answer 4 questions. In Part 3 the examinee will read a longer passage (500 words) and answer 6 questions.

While there is time remaining in this section, the examinee may use the "Back" button to review the answers and change them. Clicking the "Next" button will take the examinee to the next question. This option is available in all exam forms.

### Active Reading

The best form of practice to improve these skills is for the examinee to learn a reading technique known as "active reading." Described as an interactive process that helps readers achieve better comprehension and recall of their reading materials, to read actively is to:

- mentally rephrase the main ideas,
- question the meaning of each sentence,
- question the author's reasons for using each sentence,
- summarize the main points,
- follow the logical flow of ideas.

This skill shortens rather than lengthens the amount of time it takes to comprehend a passage. With active reading, it is less likely that the examinee will miss important points and need to return to the passage. There is also less of a chance that the examinee will misunderstand the content and choose incorrect answer choices.

This skill can be learned with practice. Active reading is a useful skill, not only in assessment situations, but in school or work environments. Below are some sample exercises that will help the examinee practice active reading.

- The Part 1 Reading passages are written at a lower reading level than that in Part 2.
- Multiple-choice questions typically focus on literal meaning (of ideas and vocabulary).
- Only very basic comprehension skills are required.
- Cross out obviously incorrect answers to narrow answer choices (Process of Elimination).
- Compare each choice to the passage to find the correct choice.

---

#### **1. Reading Part 1**

##### **a) Reading Part 1 – Example A (iTEP SLATE)**

Below is an example of the type of passage the examinee may read in Part 1 of the Reading Section. This first example is from iTEP SLATE.

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

---

**b) Building Skills: Reading Part 1 – Example A**

While reading this passage, the examinee should be mentally rephrasing each sentence to get the main points. The examinee should also be making basic educated guesses about the speaker and the problem.

- Preparation Thoughts:
  - *not happy*
  - *with what? classes*
  - *educated guess: so who is speaking? An examinee*
  - *why not happy?*
  - *algebra after lunch*
  - *feels tired after lunch*
  - *math in the morning is better*
  - *educated guess: problem = worried about math grade for this year*
  - *conclusion: solution = will talk to advisor about re-scheduling math*

Notice that once a problem is identified in the text, the active reader expects to find a given solution. This expectation of the next idea to follow allows the examinee to gain an understanding of the main points, the structure, organization, and purpose of the passage.

---

**c) Reading Part 1 – Example A Question 1**

*Q. What problem does the speaker have?*

- A. She failed her math class last year.
- B. She doesn't have enough time to eat lunch.
- C. She feels sleepy during her math class.
- D. She doesn't know her advisor very well.

Correct Answer= C

---

**d) Building Skills: Reading Part 1 – Example A Question 1**

The reader knows that the speaker is worried about math because the class takes place after lunch when the speaker is tired. Choice C is the obvious answer. But just in case the examinee is unsure, the examinee can look carefully at the distracters.

- **A** cannot be correct because the passage clearly mentioned that last year, the speaker got a good grade in math.
- **B** was not said in the passage and does not relate to the problem that is the main idea of the passage.
- **D** is not mentioned.

Three out of the four questions in Reading Part 1 will be this type of multiple-choice question. We will now look at an example of this type of question for another reading passage. This is a passage representative of those on iTEP Academic, so it will be a little longer and at a higher reading level than the previous iTEP SLATE example. The basic skill development of active reading and process of elimination apply here as well.

---

e) **Reading Part 1 – Example B (iTEP Academic)**

**The Wonder of Trees**

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

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

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

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

---

**f) Building Skills: Reading Part 1 – Example B**

How would an examinee apply active reading principles to this passage?

- The first paragraph introduces the main idea, the "wonder of trees," which includes:
  - their beauty
  - their ecological use
- The examinee should ask:
  - Why did the author begin with the quote from a poem?
  - What is the purpose or main point the author wants to make?
    - educated guess: to make us aware of the importance of something we usually take for granted
- The second paragraph gives us some facts about how long trees have been on earth and their ecological use. We get the following supporting details:
  - 370 million years of evolution
  - maintain the atmosphere by absorbing carbon dioxide and producing oxygen
  - regulate climate
  - direct and regulate water flow
  - build and protect soil
  - habitat for wildlife
- The active reader now expects the other aspect of the wonder of trees, their beauty, to be discussed.
- The third and fourth paragraphs develop this topic by describing the types, number, and life spans of trees.
- A typical multiple-choice question for this passage will assess the examinee's literal understanding of some of the information given in the passage.

---

**g) Reading Part 1 – Example B Question 1**

*Q. According to the passage, important ecological functions performed by trees include all of the following, EXCEPT:*

- A. influencing the climate
- B. increasing carbon dioxide in the atmosphere
- C. directing water flow
- D. conserving soil

Correct Answer = B

---

**h) Building Skills: Reading Part 1 – Example B Question 1**

This question asks what the passage did not tell us.

- Use process of elimination, or cross out the answers you know are wrong, to check each answer choice against the passage.
    - Choice A: Since regulating is a type of influencing, this choice is not correct.
    - Choice B: The passage tells us that trees absorb carbon dioxide. This is the opposite of increasing it, so B is correct. But check the other choices to be sure.
    - Choices C and D are both mentioned in the passage as a function of trees, so they can be safely eliminated.
  - If the examinee did not know the meaning of the words *influencing*, *regulating*, *absorbing*, or *increasing*, the examinee can still make an educated guess between A and B.
- 

**i) Reading Part 1 – Example B Question 2**

This is an example of the second type of question in Reading Part 1. Here the examinee will choose a new sentence to add to the passage. There will be one question of this type in each Reading Part 1 set.

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

Here is the new sentence:

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

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

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

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

*But the great contribution of trees to the beauty of our planet is also worth remarking. \*A The variety and abundance of trees make Earth a planet of*

*brilliant green that complements the blue of the oceans. The two main varieties of trees, "deciduous" and "evergreen," contribute to Earth's beauty in different ways. Deciduous trees shed their leaves for part of the year. \*B Evergreens stay green all year long. \*C*

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

---

**j) Building Skills: Reading Part 1 – Example B Question 2**

For the active reader, the correct choice is fairly obvious. The new sentence is about a process that turns leaves into brilliant colors.

- A. Choice **\*A** does not allow "this process" to have any reference, and so cannot be correct.
- B. Choice **\*B** follows a sentence about trees shedding their leaves. This is clearly a process, since the other types of trees we are told about (evergreens) do not change color. This must be the process being referred to in the new sentence. **Choice \*B is correct.**
- C. Trying the new sentence out in positions **\*C** and **\*D** doesn't work. Neither of the preceding sentences talks about a process that could involve the change of color.

Active reading is especially useful for this second type of question in Reading Part 1. Since the examinee will have paraphrased the passage and understood the logical flow of ideas, it will be easy to spot the correct placement for the new sentence. The examinee can also consider grammatical clues.

---



**k) Reading Part 1— Practice Exercise 1**

***The History of Compact Discs***

*Compact Discs were originally developed for classical music recordings, intended to capture deeper highs and lows in rich symphony sounds. Soon to be known as CD's, they were introduced for sale in 1982, and they quickly changed the music industry. For decades consumers had been purchasing record albums and pre-recorded tapes, all recorded using traditional analog technology. CD's brought music into the digital age, as a new generation of music fans started buying their favorite bands' music on small, mirrored discs in plastic cases which were said to represent an improvement in sound quality and durability.*

*As more popular music became available on CD, the recording industry experienced a great boom in sales. Music fans rushed out not only to purchase new releases on CD but also to stock up on old favorites in the new format. Compared to records, which sold at approximately six dollars each, consumers paid fifteen dollars for CD's.*

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

Q. The word “dramatically” as used in the passage means:

- A. Showily
  - B. Pertaining to theater
  - C. In a steep way
  - D. Heightened
-

**I) Reading Part 1 – Practice Exercise 2**

**The Greeting Card Industry**

*While certain industries seem to thrive and then disappear according to the whims of ever-changing markets, the greeting card industry has shown incredible staying power. In the United Kingdom, for instance, it is estimated that the average person sends 55 cards per year, generating over a billion pounds per year in revenue.*

*The custom of sending greeting cards can be traced back to the ancient Chinese, who exchanged scrolls with New Year's messages. By the 15th Century handmade paper greetings were exchanged in Germany and soon throughout other parts of Europe.*

*\* A In the 19th Century, due in large part to the proliferation of printing presses and inexpensive postage rates, greeting cards became very popular. Christmas card companies began hiring artists as designers for mass-produced cards featuring their illustrations. \*B Today cards range from classic, simple messages to timely, humorous cards that mock popular figures. \*C*

*Even as email has largely replaced traditional mail for communication in many instances, most people have retained their appreciation of traditional cards for special occasions. \*D So long as people wish to send messages of good cheer to help celebrate birthdays, anniversaries, wedding, and births as well as major holidays on a folded card with a printed funny message, the industry will continue to thrive.*

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

*“Soon it became common for people to send cards for birthdays and other celebrations.”*

---

## 2. Reading Part 2

### a) Reading Part 2 -- Example A (iTEP Academic)

#### Taxonomy and Scientific Knowledge

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

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

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

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

*technologies that will, in turn, radically change the nature of reality as we know it.*

---

**b) Building Skills: Reading Part 2 – Example A**

How would the examinee use active reading skills while reading this passage?

The main idea of this passage is somewhat difficult. It seems to be that in the world of science, method is more basic and important than facts or reality. The introduction makes the further point that this is a "reversal of what is commonly thought."

The active reader will recognize that the main idea is meant to be a surprise. The text tells us, "you probably think science is a way of knowing about the real world. But, in reality, the "real world" is created by the operations of science."

The examinee will also understand the author's purpose: to eliminate an illusion or to show that the common understanding is false.

What does the introduction tell the examinee about how this idea will be developed?

The introduction tells us that taxonomy is an example that will demonstrate the thesis -- that method determines knowledge. This leads the examinee to expect a discussion that shows how the method of taxonomy results in specific and matching "facts." If the method changes, so should the facts.

- Second paragraph:
  - What is the main point?
  - How does the main point relate to the thesis?

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

- Main idea: Early taxonomy was "less scientific" than modern taxonomy:
  - included creatures from mythology,
  - believed that completely different creatures could mate with each other, and
  - was based on reason rather than observation.
- Relationship to thesis:
  - modern (Linnaeun) taxonomy separates myth from reality
  - so, a change in taxonomic method changes "facts" about the world.
- Third paragraph?
  - What is the main point?
  - How does main point relate to thesis?

*The movement toward a more modern system took its first big step in the 17<sup>th</sup> Century, with naturalist John Ray's definition of the concept "species." A species is a group of organisms capable of reproduction. The result will be an individual similar to the parents*

and also capable of reproducing. Armed with this definition, Linnaeus was able to catalog over 4,000 species of animals and over 7,500 species of plants. He began with plant-life, dividing plants into species based on the number of pistils and stamens (the sexual organs) of each plant. This method allowed other botanists to contribute to the taxonomy. They simply had to observe and count, and a new specimen was added. Thus, biological knowledge grew tremendously.

- Main idea: modern taxonomy allowed for accumulation of knowledge of species.
- Relation to thesis: science, at this point, understands how species exist in nature.
- Fourth paragraph:

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

- Main idea: The latest versions of taxonomy have resulted in facts, which put the previous facts in doubt.
- Relation to thesis: new taxonomic method changes facts about species.

---

**c) Reading Part 2— Example A Question 1**

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

- A. inspiring
- B. religious
- C. old-fashioned
- D. invented

Correct Answer = D

---

**d) Building Skills: Reading Part 2 – Example A Question 1**

This is an example of a common vocabulary "in context" question. The examinee should go back to the sentence and replace the word "mythological" with each of the choices. The key is to keep the meaning.

*Many contained such \_\_\_\_\_ creatures as griffins, right alongside existing animals.*

The original sentence contrasts *mythological* with *existing*, so it is logical that *mythological* means not real or non-existent. The obvious choice is D) *invented*, which is also opposite of *existing* or *real*. A further clue comes at the end of the paragraph where we are told that modern taxonomy excluded "*creatures of fantasy*." This also supports choice D, since *fantasy* is what is not real, but rather made-up or *invented*.

---

**e) Reading Part 2 – Example A Question 2**

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

- A. show how a new taxonomic method leads to new views of reality
- B. provide an example of modern Linnaean taxonomy
- C. show how John Ray's definition of species still holds true
- D. show how the theory of evolution has not really been proven

Correct Answer = A

---

**f) Building Skills: Reading Part 2 – Example A Question 2**

The types of multiple-choice questions in Reading Part 2 require the examinee to make an educated guess to understand the author's suggestion or purpose. Here, active reading really works. Understanding the main thesis and structure of the passage directs us to look for the choice that relates cladistics to the idea that scientific method (or taxonomy) determines or shapes knowledge. Choice A clearly expresses this idea.

---

**g) Reading Part 2 – Example A Question 3**

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

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

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

***Taxonomy and Scientific Knowledge***

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

*Taxonomy has been in use since Aristotle's work in the fourth century B.C.E. But early taxonomies were not very scientific. Many contained such mythological creatures as griffins, right alongside existing animals. Further, it was thought that offspring could be produced by mating completely different creatures, like a*

lion and a bird. \*A Aristotle, himself, used reason, rather than observation, to divide animal life into two basic groups: animals with vertebrae (or backbones), and those without. Although this system proved inaccurate, it wasn't until Linnaeus' work that empirical observation became the basis for a modern taxonomy that excluded creatures of fantasy.

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

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

Correct Answer = B

---

### **h) Building Skills: Reading Part 2 – Example A Question 3**

This type of question requires the examinee to use his/her understanding of the logical flow of ideas to correctly position the sentence.

- First, determine the meaning of the sentence.
  - Main idea: Horses and donkeys are two different species because they produce offspring that cannot reproduce.
- Second, where does it fit?
  - Near explanation of species and reproduction.
  - **A** is tempting, since it is about mating different animals.
    - But the paragraph is about the "less scientific" early form of taxonomy, which did not understand species as related to reproduction.
  - **B** follows a sentence about the relationship between reproduction and species.
    - The new sentence is a particular example of this general idea.
    - Logically, B is the correct placement.

---

**i) Reading Part 2 – Example A Question 4**

Below is an example of the third type of question in Part 2. After the examinee reads the passage, the examinee will choose 3 sentences that best summarize the main points of the passage. There are six possible choices. The examinee will choose 3 answers by selecting the appropriate checkboxes. If the examinee wishes to change the answer, the examinee must click on a different box. The examinee's choices do not need to be in any special order. The examinee may change the answer as long as there is time left. Time remaining is shown at the bottom of the screen.

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

*"Most people think that science is a body of facts about the world, but more basic to science than facts are the methods used to obtain them."*

**Continue the summary by choosing 3 of the 6 sentences below that best represent the underlined MAIN points in the passage. Mark 3 answers by selecting the appropriate checkboxes. To change an answer, click again on that checkbox to remove the check mark.**

1. Aristotle was the first to use taxonomy to classify organisms.
2. Taxonomy is an important scientific method that distinguishes between fantasy and reality.
3. Three different points in the historical development of taxonomy--ancient, Linnaeun, and contemporary--gave scientists three different understandings of the facts.
4. More specifically, the concept of species changed with each new development in taxonomic method.
5. John Ray gave us the best and most precise definition for the concept of species'.
6. The historical development of taxonomy provides an example of how scientific method determines facts about the world.

---

**j) Building Skills: Reading Part 2 – Example A Question 4**

The ability to summarize involves understanding:

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

This important skill can be improved by practice with active reading.

- Which sentences express main ideas?
  - #3, #4, and #6.
  - The others express supporting details.
-



**k) Reading Part 2 – Practice Exercise 1**

**Homing Pigeons**

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

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

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

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

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

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

*In this century, however, the use of homing pigeons has practically disappeared, as they have been rendered obsolete by the spread of digital technology. They were last utilized in certain relief areas when natural disasters had dismantled communications infrastructure. But as more and more areas become populated the need for an older, though reliable, messenger service has vanished.*

*Question 1:* The word “innate” as used in the passage probably means:

- A) Evolutionary
- B) Instinctive
- C) Preternatural
- D) Flying

*Question 2:* The passage mentions the ‘single’ location in paragraph 4 to emphasize:

- A) Pigeons mate for life
- B) The limitations of pigeon mail
- C) The effect of sunlight on pigeons’ navigation
- D) The effect of the magnetic field on pigeons’ navigation

*Question 3:* It can be concluded from the passage that:

- A) Not all carrier pigeons can detect the Earth’s magnetic field
- B) All pigeon species can carry messages
- C) Pigeons have more than one nest
- D) The field of carrier pigeon research has recently expanded

*Question 4:* The passage attributes the decrease of use of carrier pigeons to:

- A) Lack of proper research
- B) Changes in natural habitat
- C) Changes in the Earth’s magnetic field
- D) Improvements in communications technology

*Question 5:* It can be understood from the passage that the idea of ‘homing’:

- A) Can refer to all bird species
- B) Relies only on ‘olfactory’ senses
- C) Is an important quality of certain pigeon species
- D) Was first introduced in Ancient Greece

*Question 6:* What is the purpose of mentioning Egypt and Persia in paragraph 3?

- A) To demonstrate the great distances that pigeons can fly
- B) To show places where pigeons have been used by armies
- C) To illustrate how the use of carrier pigeons has changed
- D) To give an example of earliest uses of carrier pigeons

---

### 3. Reading: General Skill Development and Take-Aways

Active reading can be practiced in everything the examinee reads. The key points should be reviewed, understood, and applied.

## B. Listening Exercises and Skill Development

iTEP Beginning Next Section...

Help

11 seconds

The Reading section is completed.

The Listening section is next.

Reading Listening Grammar Writing Speaking

< Back Next >

© Copyright 2011 Boston Educational Services, LLC

**Transition to Listening Section:** The examinee has 15 seconds before the next section begins. The completed sections of the exam are checked on this screen.

### Listening - General Overview

- The iTEP Listening section has three parts:
  - four short conversations, each followed by one multiple-choice question,
  - one longer conversation followed by four multiple-choice questions, and
  - one longer lecture followed by six multiple-choice questions.
- This section is 20 minutes long and requires the use of the Listening CD or online Audio Files.
- Every time the examinee sees the prompt “Play Track”, the examinee should play the CD track or audio file with the same name.

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

## Listening - General Directions

The screenshot shows the iTEP Listening interface. At the top left is the iTEP logo and the word "Listening". In the top right corner is a "Help" button. The main content area has a dark background. A red box highlights the text "General Directions". Below this is a progress indicator consisting of ten circles, with the first one filled and the number "78" in a red box followed by "seconds". The text reads: "The Listening section has 3 parts: Part 1. Four short conversations, each followed by 1 question. Part 2. One longer conversation, followed by 4 questions. Part 3. One lecture, followed by 6 questions. You will hear each conversation or lecture only one time. However, you may take notes while listening and use your notes when answering the questions. You must answer each question before continuing. To continue to the next question, first click the "Next" button, then click the "Confirm Answer" button. In this section, you cannot use the "Back" button to return to an earlier question. The number of questions and the amount of time you have to answer the questions will be shown separately for each section in the "Question – Time Left" window on your screen. Time is not counted while you are listening to the conversation or lecture." At the bottom of the interface is a blue bar with a progress slider, a "< Back" button, and a "Next >" button. In the bottom left corner of the blue bar, it says "© Copyright 2011 Boston Educational Services, LLC".

### Active Listening

The examinee should use Active Listening. Active Listening is similar to Active Reading. It involves:

- Guessing what will come next,
- asking questions,
- making educated guesses,
- creating a mental picture,
- paying attention to tone of voice, inflection, pauses, and
- taking notes (especially in Parts 2 and 3).

Active Listening is discussed below in relation to each of the three parts of iTEP's Listening section.

1. Listening Part 1

a) Part 1 Directions

**iTEP** Listening - Part 1

Help

**Directions**

●●●○○○○○○○○ 17 seconds

Now prepare to listen to 4 short conversations, and to answer 1 question after each.

You will have a total of 80 seconds to answer the 4 questions. This time will be shown in the "Time Left" window.

< Back Next >

© Copyright 2011 Boston Educational Services, LLC

In this section the examinee will hear 4 short conversations, each followed by 1 question. The examinee will have a total of 80 seconds to answer the 4 questions. Time remaining will be shown in the "Time Left" window.

**1/25**  
QUESTION

**09:52**  
TIME LEFT

**b) Building Skills: Listening Part 1**

These short conversations will assess the examinee's ability to understand the speaker's meaning. There will be two speakers, typically a man and a woman. Because these conversations are so short, there is probably no need to take notes, but the examinee may do so if it is helpful.

Most importantly, the examinee should use active listening to listen closely and carefully. The examinee should create a mental picture of the conversation that includes the following:

- the situation or place where the conversation occurs,
  - who the speakers are,
  - how the speakers are related,
  - what topic, problem, or question is being discussed,
  - what each speaker believes, feels, and wants,
  - what answer, solution, or conclusion is proposed,
  - how the speakers feel about the problem and solution,
  - whether the speakers agree or disagree about the conclusion,
  - what action(s) is (are) likely to be taken next.
- 

**c) Listening Part 1 – Example A**

**Play Track 1 (Listening Part 1- Example A Conversation)**

---

**d) Building Skills: Listening Part 1 – Example A**

Preparation Time:

- While listening, imagine the scene and, if desired, take notes.
  - Ask:
    - *Who are the speakers?*
    - *What is the question or problem?*
    - *What is the solution?*
    - *What will probably happen next?*
  - Pay attention to tone of voice.
    - The woman is likely to sound disappointed. The man may sound annoyed, irritated, or in pain.
  - Pay attention to transition words.
    - The woman suggests a solution, to which the man replies "but. . ." This indicates that the man will do something other than what the woman suggests. What does the man do?
- 

**e) Listening Part 1 – Example A Question**

Below is the type of question the examinee may be asked about each conversation. The examinee will hear each question once, and read it on the screen. Choose the correct answer by clicking on the circle next to it. Click "Next" then click on "Confirm Answer" before moving to the next question. Once the examinee has clicked on "Confirm Answer," the examinee cannot change the answer.

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

Question: *What does the man intend to do?*

- a) Make a reservation
- b) Take some aspirin
- c) Rest for awhile
- d) Make dinner

Correct Answer= C.

---

### **f) Building Skills: Listening Part 1 – Practice Exercises**

- Read each script.
  - Make a mental picture of the scene.
  - Write down notes:
    - Include as much information as possible about the speakers and their problems.
  - Read the questions.
  - Choose the correct answer.
- 

### **g) Listening Part 1 – Practice Exercise 1**

## Play Track 3 (Listening Part 1-Practice Exercise 1 Conversation)

---

### Play Track 4 (Listening Part 1- Practice Exercise 1 Question)

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

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

### **h) Listening Part 1 – Practice Exercise 2**

## Play Track 5 (Listening Part 1- Practice Exercise 2 Conversation)

---

### Play Track 6 (Listening Part 1- Practice Exercise 2 Question)

Question: *What will the woman probably do next?*

- a) Return to the park
  - b) Go next door
  - c) Do some shopping
  - d) Run with the dog
-

*i) Listening Part 1 — Practice Exercise 3*

**Play Track 7 (Listening Part 1- Practice Exercise 3 Conversation)**

---

**Play Track 8 (Listening Part 1- Practice Exercise 3 Question)**

Question: *The man and woman are probably:*

- a) Supervisors
  - b) Teammates
  - c) Players
  - d) Co-workers
- 

*j) Listening Part 1 – Practice Exercise 4*

**Play Track 9 (Listening Part 1- Exercise 4 Conversation)**

---

**Play Track 10 (Listening Part 1- Exercise 4 Question)**

Question: *What will the woman probably do?*

- a) Cancel her dinner
  - b) Come back tomorrow
  - c) Buy a new dress
  - d) Buy a new pair of shoes
- 

*k) Listening Part 1 – Practice Exercise 5*

**Play Track 11 (Listening Part 1- Exercise 5 Conversation)**

---

**Play Track 12 (Listening Part 1- Exercise 5 Question)**

Question: *The man and woman are probably:*

- a) Hosting a dinner
  - b) Making pies
  - c) Visiting her brother
  - d) Reducing their appetites
-



2. Listening Part 2

a) *Listening Part 2 – Directions*

**iTEP Listening - Part 2**

Help

**Directions**

○○○○○○○○○● 23 seconds

Now prepare to listen to 1 longer conversation, and to answer 4 questions about the conversation.

You will have a total of 2 minutes to answer the 4 questions. This time will be shown in the "Time Left" window.

< Back    Next >

© Copyright 2011 Boston Educational Services, LLC

Prepare to listen to 1 longer conversation, followed by 4 questions. The examinee will hear each question once, and read it on the screen. The examinee may take notes to use in answering the questions. Click on "Confirm Answer" before moving to the next question. Once the examinee has clicked on "Confirm Answer," the examinee cannot change the answer.

---

**b) Building Skills: Listening Part 2**

Listening Part 2 will be a conversation, usually between two people. The examinee should:

- a) take brief notes answering his/her active listening questions;
  - b) imagine the setting, situation, and relationship between the speakers; and
  - c) consider tone of voice and attitude.
-

**c) Listening Part 2 – Example A**

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

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

---

**d) Building Skills: Listing Part 2 – Example A**

The examinee should be taking notes while listening to the script. These notes should:

- 1) identify situation and speakers;
- 2) summarize
  - i. main points, details,
  - ii. logical organization,
  - iii. function and purpose; and
- 3) guess meaning or attitude from tone of voice.

Here are sample notes for a response:

- *Dr Slinsky, Michael*
  - *Einstein*
  - *most creative thinking as file clerk, not test-taker or professor*
  - *not what most people think--Michael is surprised*
  - *patent examiner*
  - *re-thought basic physics: light, space, time*
  - *Olympia Academy--philosophers and scientists*
- 

**e) Listening Part 2 – Example A Question 1**

Below is the type of question the examinee will be given in Listening Part 2. The examinee will hear each question once, and read it on the screen.

**Play Track 14 (Listening Part 2- Exercise A Question)**

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

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

Correct Answer= B.

---

**f) Building Skills: Listening Part 2 – Example A Question 1**

- a) **B** states the main idea of the selection, as indicated in the examinee's notes.
  - b) **A** and **D** are untrue, and
  - c) **C** was never mentioned.
- 

**g) Listening Part 2 – Practice Exercise 1**

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

---

**Play Track 16 (Listening Part 2- Practice Exercise 1 Question 1)**

*Question 1:* It can be concluded from the passage that the woman:

- a) Is not very selective
  - b) Is a vegetarian
  - c) Is very patient
  - d) Has very specific needs
- 

**Play Track 17 (Listening Part 2- Practice Exercise 1 Question 2)**

*Question 2:* The restaurant owner suggested that the woman might like the hidden entrance to the restaurant because:

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

**Play Track 18 (Listening Part 2- Practice Exercise 1 Question 3)**

*Question 3:* The man discusses the vegetable garden because:

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

**Play Track 19 (Listening Part 2- Practice Exercise 1 Question 4)**

*Question 4:* Based on the woman's statements at the end of the passage, she will:

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

3. Listening Part 3

a) *Listening Part 3 – Directions*

**iTEP** Listening - Part 3

Help

**Directions**

○○○○○○○○○● 22 seconds

Now prepare to listen to a lecture, and to answer 6 questions about the lecture.

You will have a total of 3 minutes to answer the 6 questions. This time will be shown in the "Time Left" window.

< Back Next >

© Copyright 2011 Boston Educational Services, LLC

Prepare to listen to a lecture, followed by 6 questions. The examinee will have 3 minutes to answer the questions. The examinee will hear the lecture only once, and it will not appear on the screen. The examinee may take notes while listening to help prepare a response to the questions.

**b) Building Skills: Listing Part 3**

Listening Part 3 is a lecture, rather than a conversation. It will be longer than the previous conversations, present more information, and be slightly more formal in style. Still, the examinee should use the same skill development of active listening, taking notes on the main points and supporting details, and understanding the structure and purpose of the lecture.

**c) Listening Part 3 – Example A**

Below is an example of the type of lecture the examinee may hear in Listening Part 3.

**Play Track 20 (Listening Part 3- Example A Conversation)**

**d) Building Skills: Listing Part 3 – Example A**

What might notes for this selection look like?

- *CDs more popular than records*
  - *digital vs. analog*
  - *recordings = electrical sound waves--wave is important*
  - *analog = analogous to variations in air pressure*
  - *record grooves = sound waves; stylus*
  - *hi-fi stereo*
  - *audiophiles*
    - *physical stuff--records, equipment., very important*
  - *CDs = improved sound, indestructible, cost 3 x more*
  - *CD different record: digital vs. analog*
    - *sound = waves, so keep form*
    - *digital = bits, bytes, zeros, ones--so waves broken dn.*
    - *analog = slope; digital = tiny steps*
    - *first digital==steps were heard; audiophiles preferred analog*
    - *now, classical musicians think digital = superior*
    - *digital don't deteriorate --20 yrs still good; records physically change*
  - *recording industry uses both*
- 

**e) Listening Part 3 – Example A Question**

Below is an example of the type of question the examinee will be asked about the lecture. The examinee will hear each question once, and read it on the screen. The examinee may use his/her notes to answer the questions.

**Play Track 21 (Listening Part 3- Example A Question)**

*Question: According to the professor, when Compact Discs were first introduced they were:*

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

Correct Answer: A

---

**f) Building Skills: Listening Part 3 – Example A Question**

Taking good notes not only allows the examinee to find the answer quickly, but it also lets the examinee review the information while s/he is hearing it. In this case, the examinee would probably remember the main differences between CDs and records. CDs are:

- more expensive,
- less fragile,
- digital, and
- initially, the sound reproduction was not as high-quality as records

The correct answer, **A**, is the only one that is true.

---

**g) Listening Part 3 – Example A Practice Questions**

**Play Track 22 (Listening Part 3- Example A Practice Question 1)**

*Question 1:* The Professor mentions 'classical musicians in Paragraph 7 because:

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

**Play Track 23 (Listening Part 3- Example A Practice Question 2)**

*Question 2:* Why does the Professor ask the class if they've purchased a compact disc?

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

**Play Track 24 (Listening Part 3- Example A Practice Question 3)**

*Question 3:* According to the professor, the improved sound quality of Compact Discs can be attributed to:

- a) Better musicians recording digitally
  - b) Audiophiles recommendations
  - c) Larger capacity for sampling
  - d) Changes in wave technology
- 

**Play Track 25 (Listening Part 3- Example A Practice Question 4)**

*Question 4:* According to the Professor, what is one reason a CD will last longer than a record?

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

---

## Play Track 26 (Listening Part 3- Example A Practice Question 5)

*Question 5:* According to the lecture, the situation today is that:

- a) Digital Recording has completely replaced Analog Recording.
  - b) Record albums are no longer available for purchase.
  - c) Audiophiles vastly prefer Compact Discs.
  - d) The recording process is a combination of Digital and Analog.
- 

### 4. Listening: General Skill Development and Take-Aways

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

C. Grammar Exercises and Skill Development

The image shows a screenshot of the iTEP software interface. At the top, a blue banner contains the iTEP logo and the text "Beginning Next Section...". In the top right corner, there is a "Help" button. Below the banner, a progress indicator consists of ten circles; the first two are filled with blue and have checkmarks, the third is outlined in red, and the remaining five are empty. To the right of these circles, a red box highlights the number "12" followed by the word "seconds". Below the progress indicator, the text reads: "The Listening section is completed." and "The Grammar section is next." At the bottom of the main area, there are five icons representing exam sections: Reading (checked), Listening (checked), Grammar (red outline), Writing (empty), and Speaking (empty). At the bottom right, there are two buttons: "< Back" and "Next >". At the bottom left, there is a small copyright notice: "© Copyright 2011 Boston Educational Services, LLC".

**Transition to Writing Section:** The examinee has 15 seconds before the next section begins. The completed sections of the exam are checked on this screen.

---



### **Grammar - General Overview**

There are 25 questions in the Grammar Section, each of which asks the examinee to correctly use a key feature of English Grammar. This section includes a range of features, from simple to more difficult. There are two types of questions, and each is explained with an on-screen example. Type 1 questions (1-13) ask the examinee to choose the correct word or phrase to complete the sentence. Type 2 questions (14-25) ask the examinee to choose the incorrect word or phrase in the sentence.

*In the Grammar section, there are two question types:*

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

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

---

## Grammar - General Directions

**iTEP Grammar**

Help

**General Directions**

○○○○○○○○○ 41 seconds

In the Grammar section, there are two question types:

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

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

< Back      Next >

© Copyright 2011 Boston Educational Services, LLC

iTEP Grammar is designed to assess key features of English grammar. This section is ten minutes long. There are two types of questions in this section: fill in the blank and sentence correction. The questions cover a range of the most common grammar problems and include easy, intermediate, and more difficult items.

Review of grammar rules and conventions will also be a helpful preparation for the writing section. Examinees can improve their skills outside of class by reading as much standard English as possible. This will help the examinee develop an "ear" for good grammar, which will be useful in the future.

---

### **1. Grammar Part 1**

Read each sentence carefully and choose the answer that correctly completes the sentence. As long as there is time remaining, the examinee may go back to review his/her answers and change them by using the "Back" button. The examinee has 10 minutes to review and answer the 25 questions.

---

**a) Building Skills: Grammar Part 1**

- A. Read each answer choice back into the question.
- B. Choose the one that sounds correct.
- C. Use process of elimination by crossing out the incorrect answers.
- D. Use vocabulary skill development similar to those used in Reading Comprehension.

**b) Grammar Part 1 – Example A**

The screenshot shows the iTEP Grammar interface. At the top, there is a blue header with the iTEP logo and the word "Grammar". Below the header, there is a dark grey area with a blue box containing the instruction: "For questions 1-13, select the word or phrase that CORRECTLY completes the sentence. Click 'Next' to Continue." To the right of this box is a blue "Help" button. Below the instruction box is a larger dark grey box with a blue border containing the word "EXAMPLE" in blue. Inside this box, the sentence "The students \_\_\_\_\_ to visit a museum tomorrow." is followed by four radio button options: "is going", "are going", "will going", and "will be go". The "are going" option is selected. At the bottom of the interface, there are two blue buttons: "< Back" and "Next >". At the very bottom, there is a small copyright notice: "© Copyright 2011 Boston Educational Services, LLC".

This example shows how to complete questions 1-13. Select the word or phrase that CORRECTLY completes the sentence. Then click “Next” to continue. As long as there is time remaining, the examinee may go back to review his/her answers in this section by using the “Back” button. Time remaining is shown at the bottom of the screen.

Question: *He was worried \_\_\_\_\_ his friend's recent behavior.*

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

Correct Answer= A

**c) Grammar Part 1 – Practice Exercises**

*Question 1:* Tonight, I want neither to study \_\_\_\_\_ my term paper.

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

*Question 2:* She is not coming with us because she \_\_\_\_\_ that movie already.

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

*Question 3:* My collection of old and shabby comic books \_\_\_\_\_ very valuable to me.

- a) have been
- b) is
- c) are
- d) are going to be

*Question 4:* While on my way to the cafeteria, I noticed that I \_\_\_\_\_ my wallet.

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

*Question 5:* The examinees were eager to finish their lessons \_\_\_\_\_ they wanted to catch the earlier bus.

- a) so
- b) because
- c) in spite of
- d) because of

*Question 6:* Carlos and Amanda \_\_\_\_\_ late to class this morning because they stopped for coffee.

- a) was
- b) have been
- c) were
- d) will become

*Question 7:* Her mother's cooking was much \_\_\_\_\_ than what was served in the cafeteria.

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

*Question 8:* If I \_\_\_\_\_ able to go to the play, she would not have had to drive her car.

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

*Question 9:* Every one of the examinees \_\_\_\_\_ given a free subscription to the magazine.

- a) are
- b) were
- c) are going to be
- d) has been

*Question 10:* \_\_\_\_\_ it was cold and raining outside, the children wanted to go to the park.

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

*Question 11:* If you eat your dinner too \_\_\_\_\_, you could end up with a stomach ache.

- a) lately
- b) much
- c) quickly
- d) fast

*Question 12:* No sooner had Misaki begun to read her book, \_\_\_\_\_ her phone started to ring.

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

*Question 13:* When I have little time to spare, I choose to read a few poems or a short story \_\_\_\_\_ a long work of fiction.

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

*Question 14:* He left the shopping center to go home as \_\_\_\_\_ he ran out of money.

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

*Question 15:* Professor Hillman \_\_\_\_\_ campus suddenly this morning, so this afternoon's class is cancelled.

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

*Question 16:* I think it would be better if we could keep this information just between \_\_\_\_\_.

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

*Question 17:* When he first entered the classroom no one knew \_\_\_\_\_ he was.

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

*Question 18:* \_\_\_\_\_ of the math problems on last night's assignment were you able to solve?

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

## **2. Grammar Part 2**

### **a) Grammar Part 2 – Directions**

In Grammar Part 2 the examinee is to choose the word or phrase in the sentence that is NOT CORRECT. Then click "Next" to continue. As long as there is time remaining, the examinee may go back to review the answers in this section and change them by using the "Back" button. The examinee has 10 minutes to review and answer the 25 questions.

The basic strategy here is to read the sentence and try to "hear" the error. There is no need for the examinee to know exactly what mistake has been made, for the examinee has to only know that it "sounds wrong." If an error is not immediately obvious, the examinee should read each underlined part of the sentence and use the process of elimination.

---

b) Grammar Part 2 - Example A

The screenshot shows the iTEP Grammar interface. At the top, there is a blue header with the iTEP logo and the word "Grammar". Below the header, there is a dark grey area with a white text box containing instructions: "For questions 14-25, select the word or phrase that is NOT CORRECT in the sentence. Click 'Next' to Continue." To the right of this text box is a blue "Help" button. Below the instructions, there is a white box with a blue border containing the word "EXAMPLE" in blue. Inside this box, the sentence "He is studying law at the university in order becoming an attorney." is displayed. Below the sentence are four radio button options: "is studying", "in order", "becoming", and "an". The "becoming" option is selected. At the bottom of the interface, there are two blue buttons: "< Back" and "Next >". In the bottom left corner, there is a small copyright notice: "© Copyright 2011 Boston Educational Services, LLC".

This example shows how to complete questions 14-25. Select the word or phrase in the sentence that is NOT CORRECT. Then click "Next" to continue. As long as there is time remaining, the examinee may go back to review the answers in this section by using the "Back" button. Time remaining is shown at the bottom of the screen.

*Question:* Although it was raining outside, but the teams continued to play.

- a) Although
- b) was raining
- c) but
- d) continued

Correct Answer= C

**c) Grammar Part 2 – Practice Exercises**

**Question 1:** His favorite summer activities include surfing, bike riding, and to play baseball with his friends.

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

**Question 2:** We never knew whether it was skill or luck that had played the biggest role in our victory.

- a) never knew
- b) whether
- c) was skill or luck
- d) the biggest

**Question 3:** As it turned out, she would have preferred being alone, rather than her whole family is going to be there.

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

**Question 4:** There is, as we have learned from both experience and literature, many obstacles to finding true love.

- a) is
- b) have learned
- c) both
- d) to finding

**Question 5:** Since many test-takers ride their bikes to school, while others walk, take the bus, or drive their cars.

- a) Since
- b) their
- c) while
- d) drive

**Question 6:** Better known as the father of modern philosophy, the work of Rene Descartes also contributed to the field of mathematics.

- a) Better known
- b) the work of
- c) also
- d) the field of

**Question 7:** Devon no longer has the book that the teacher had given him because he was leaving it in the library.

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



*Question 8:* Dressed in her best suit and with a confident smile, Emily is sure to make a good impression being at the job interview.

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

*Question 9:* It was him who first asked the question that started the debate about whether their actions were justified.

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

*Question 10:* Today's lecture in *Economics* class was mainly about the constant changing conditions in global energy markets.

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

*Question 11:* I was planning to attend the party, but then I had remembered that Sylvia's jazz concert was being held on the same night.

- a) had planned
- b) to attend
- c) had remembered
- d) was being

*Question 12:* One of Van Gogh's paintings from his famous sunflower series were recently sold at auction for an unprecedented sum of money.

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

*Question 13:* Most of the specimens in the lab have been carefully prepared by any test-taker.

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

*Question 14:* It was the substitute teacher to which she gave her report.

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

*Question 15:* Adventure novels are often about fantastic journeys, great deeds, and the hero has bad luck.

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

*Question 16:* All of the examinees accept Raul, will be coming to the party.

- a) the
- b) accept
- c) coming
- d) to

*Question 17:* The dromedary, that is native to the desert areas of west Asia, has only one hump.

- a) that
- b) to
- c) desert
- d) has

*Question 18:* The vegetarian restaurant along the street behind the coffee shop serves delicious food for a very reasonable price.

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

---

### 3. Grammar - General Skill Development and Take-Aways

- Know the question types beforehand.
  - Know the directions beforehand.
  - Review and practice basic English grammar.
- 

The next two sections, which appear only on iTEP “Plus” exams, are performance assessment sections that require the examinee to produce actual writing and speaking samples. The writing and speaking submissions will be evaluated by trained graders who use a standardized rubric to rate the overall quality of examinee responses. The examinee's skill at communicating a **clear, coherent, relevant** message on a specified topic is what is being evaluated. Specific aspects of good writing and good speaking that contribute to the graders’ overall evaluations will be discussed in each section below.

## D. Writing Exercises and Skill Development

iTEP Beginning Next Section...

Help

12 seconds

The Grammar section is completed.  
The Writing section is next.

Reading Listening Grammar Writing Speaking

< Back Next >

© Copyright 2011 Boston Educational Services, LLC

**Transition to Writing Section:** The examinee has 15 seconds before the next section begins. The completed sections of the exam are checked on this screen.

### Writing - General Overview

Writing is a challenging skill that includes many of the basic language skills already discussed. Reading comprehension and solid grammar skills are important for doing well on the Writing section. The examinee who has worked through and understood the previous lessons in this guide will have already mastered some of the challenges of iTEP's Writing section.

Writing - General Directions

**iTEP Writing**

**Help**

**General Directions**

○○○○○○○○○● 28 seconds

The Writing section has 2 parts:

- Part 1. In this part, you will write a short note or letter.
- Part 2. In this part, you will write a longer essay.

Topics will be given to you for both the note and the essay.

Please note that you must click the "Confirm Answer" button after clicking "Next" to confirm that you have finished writing.

**< Back**      **Next >**

© Copyright 2011 Boston Educational Services, LLC

The examinee has a total of 25 minutes to complete the Writing Section. Part 1 of the Writing Section presents a simple situation or topic, which the examinee will use to write a short note or letter. In Part 2 the examinee will write a longer essay expressing an opinion on a topic and supporting an answer. The examinee must click "Confirm Answer" to show that the examinee has finished writing. Once the examinee has clicked on "Confirm Answer", the examinee cannot go back.

**Confirm Answer**      **Next >**

## **Building Skills: Writing**

General aspects of good writing that will contribute to the examinee's score include:

- appropriateness for a particular purpose;
- vocabulary;
- organization and focus;
- development; and
- grammar and mechanics.

It is important that the examinee understands that there are no right or wrong answers or opinions. The structure of the written response the only criteria graders assess.

The iTEP Ability Guide describes Writing and Speaking skills for each ability level. These descriptions correspond to the scores that will be given on these sections. A review of this guide will help the examinee understand the skills that are assessed in this section.

One of the most important aspects of a written response is its appropriateness to the assignment or task. It is very important that the examinee comprehends the assignment in order to avoid producing an irrelevant, off-topic, or inappropriate response.

Two different writing tasks will be required of the examinee. In Part 1, the examinee will demonstrate the ability to write a short note or letter. Part 2 asks for a persuasive essay. Both types of writing are commonly used in academic and business life.

---

### **1. Writing Part 1**

#### ***a) Writing Part 1 – Directions***

Writing Section Part 1 presents a simple situation or topic which the examinee will use to write a short note or letter (50 – 75 words). The examinee will type an answer using the keyboard. The examinee has 5 minutes to complete this task. The examinee must click “Confirm Answer” to show that the examinee has finished writing. Once the examinee has clicked on “Confirm Answer,” the examinee cannot go back.

---

**b) Writing Part 1 – Example A**

Below is an example of the type of topic for which the examinee may be asked to write a short note. The examinee may use the tool bar on the right side of the page to edit writing samples.

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

Here is a sample response:

*Dear Andrew McCall-Smith,*

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

*Sincerely,*

*James Myers*

---

**c) Building Skills: Writing Part 1**

- Part 1 is geared at a low-intermediate level.
  - The letter should be appropriate to the topic, situation, and addressee.
  - Do not spend much time deciding which book to write about.
  - Pick an enjoyable book and think about what makes it enjoyable.
  - Write a few notes (the examinee can type them quickly on screen, and then replace them with a response).
  - Main idea/purpose of letter is stated in first sentence.
  - Supporting details are given:
    - including the main character,
    - the setting,
    - the lessons that the reader learned.
  - Sentence structure and word choice are varied.
  - The message is clear.
  - There are no serious problems with grammar and mechanics that impede understanding.
-

**d) Writing Part 1 – Practice Exercises**

- Read each question.
  - Write down a few notes.
  - Plan and write a response in five minutes.
    1. *Think of one your favorite teachers. Write a note to him or her asking for a recommendation for you to get into a school or program where you are applying.*
    2. *Think of a place where you would like to work. Write a letter to the company, asking for a part-time job.*
    3. *Write about a place that you would like to visit one day. What makes it special to you?*
- 

**2. Writing Part 2**

**a) Writing Part 2 – Directions**

In Writing Part 2, the examinee will write an essay of 175-225 words (maximum 250 words) expressing an opinion on the given topic. The examinee should remember to give reasons and examples to support an opinion. The examinee will type an answer using the keyboard. The examinee will have 20 minutes to complete this task. The examinee must click “Confirm Answer” to show completion of the writing sample. Once the examinee has clicked on “Confirm Answer,” the examinee cannot change the answer.

---

**b) Building Skills: Writing Part 2**

This type of "persuasive" or "argumentative" writing is common in academic settings. The ability to support an opinion is also important to success in the business world. Good persuasive writing requires a plan—it cannot happen by accident. The examinee needs to logically build an argument to make sure the reader can follow the examinee at all times.

- Part 2 assesses the examinee’s ability:
    - to express, develop, and support a position; and
    - to maintain focus, unity, and organization, throughout a longer piece of writing.
  - The response will be evaluated on how well the position is expressed and argued, not what the position is.
    - The main idea should be clearly stated and should answer what is asked.
    - Support should be sufficient, specific, and relevant.
    - The organization should be logical and easy for the reader to follow.
    - Word choice, mechanics, and grammar should be adequate to express the meaning clearly, without losing, distracting, or puzzling the reader.
    - Use paragraphing and transitions to show how ideas relate to each other and to the main thesis.
-

**c) Writing Part 2 – Example A**

This is an example of the type of topic on which the examinee may be asked to give an opinion. The examinee should be sure to support the opinion with examples and reasons.

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

Here is a sample response:

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

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

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

---

**d) Building Skills: Writing Part 2**

- Take several minutes at the beginning for planning:
  - understand what is being asked;
  - decide what position to take;
  - plan a few points to use to support a position.
- Here are sample notes for a response:
  - *my experience as waitress, -- hotel, restaurant Management*
  - *business, communications, medical*
  - *good, if student is mature and already has knowledge*
  - *practical knowledge is important*
  - *can learn whether job is really right for the person*
  - *can learn to apply abstract knowledge*
    - *class credit for work experience*
    - *not to replace what is taught in school*
- The thesis is stated in the first sentence.
- There are several kinds of support:
  - personal experience as waitress;



- knowledge about a friend's experience; and
  - reasoning about what an internship can provide.
  - Transitions (*in addition, rather, in conclusion*) are used to keep the reader informed of their place in the argument.
  - Clarity of the response is assisted by
    - good paragraphing;
    - precise word choice;
    - varied sentence structure; and
    - good grammar and mechanics.
  - The final paragraph summarizes the position and main reasons in different words.
- 

**e) Writing Part 2 – Practice Exercise**

- Try planning and writing an appropriate response in twenty minutes to each question.
  - Read each question.
  - Plan a response.
  - Write down notes.
  - Write a response.
  - Spend last two minutes to make minor edits.
1. *Certain countries protect their native industries by imposing heavy tariffs on imported goods. Other countries encourage imports in order to ensure their citizens access to as many goods as possible. Should countries be allowed to impose high tariffs on imports or should all countries allow each other free access to their markets? What do you think? Give reasons and examples to support your opinion.*
  2. *Often former government regulators are offered jobs by the industries that they had previously been overseeing. Critics say that this is a conflict of interest, while others say it's not justifiable to restrict individuals' actions once they've left public service. What do you think? Give reasons and examples to support your opinion.*
- 

**3. Writing - General Skill Development and Take-Aways**

- Writing uses reading and grammar skills.
- Know the question types and directions before taking the exam.
- Read examples of persuasive writing such as newspaper editorials to learn how arguments are constructed.
- Review the Ability Guide's descriptions of writing for each ability level.
- Make sure the examinee understands the type of writing that is being asked for--the purpose, situation, and audience.
- Make sure the examinee understands and responds to the question asked.
- Use time wisely; take time to plan.
- Notes may be written on the screen as an outline of main points, and then replaced as the examinee writes a response.
- Make sure to write a complete response, that contains a main idea or thesis, elaboration and support, conclusion, and clearly stated position with specific examples and details.

- Use transition words to tie sentences together including proper paragraphing to clarify structure.
- Use varied sentence structure and length with precise and varied words.
- Look over what is written and make minor edits before clicking "confirm answer."

## E. Speaking Exercises and Skill Development

The screenshot displays the iTEP interface during a section transition. At the top, the text "iTEP Beginning Next Section..." is shown. A progress indicator consists of ten circles, with the first nine filled and the tenth containing the number "11" and the word "seconds". A "Help" button is located in the top right corner. Below the progress bar, the text reads: "The Writing section is completed." and "The Speaking section is next." At the bottom of the main area, five icons represent the exam sections: Reading, Listening, Grammar, Writing, and Speaking. Each icon is a square with a checkmark; the checkmarks for Reading, Listening, Grammar, and Writing are blue, while the checkmark for Speaking is red. At the very bottom, there are two buttons: "< Back" and "Next >". A copyright notice "© Copyright 2011 Boston Educational Services, LLC" is visible in the bottom left corner.

**Transition to Speaking Section:** The examinee has 15 seconds before the next section begins. The completed sections of the exam are checked on this screen.

### Speaking - General Overview

Speaking is the second type of performance assessment required on all iTEP "Plus" exams. Like Writing, Speaking is a complex skill that includes many of the basic language skills already discussed. Specifically, Listening, Reading, Grammar, and Writing skills all play a role in producing a good quality speaking response.

General aspects of spoken language that will contribute to the examinee's score include many of the same features as in writing:

- appropriateness for a particular purpose;
- vocabulary;

- organization and focus;
- development;
- grammar and mechanics;
- pronunciation;
- ease; and
- tone.

There are no right or wrong answers or opinions. Errors in grammar, word choice, organization, pronunciation, tone, and ease affect the overall quality, and therefore the score, to the degree that they get in the way of clear communication. Again, the aim is to determine the examinee's ability to communicate clearly in spoken English.

The iTEP Ability Guide describes Speaking skills for each ability level. These descriptions match up to the scores that will be given on these sections, so a review of this guide will help the examinee understand the skills that need to be demonstrated.

### Speaking - General Directions

**iTEP Speaking**

Because you will be recording your spoken responses in this section, please make sure your headphones are on and your microphone is positioned in front of your mouth.

**General Directions**

66 seconds

The Speaking section has two parts:

- In the first part, you will record your response to a short question. You will both hear the question and see it printed on your screen.
- In the second part, you will hear a topic statement. You will only hear the statement -- it will not be shown on your screen. After you hear the statement, you will be asked to express your thoughts on the topic.

In both Parts 1 and 2, you may take notes and use them to help you with your spoken responses.

< Back    Next >

© Copyright 2011 Boston Educational Services, LLC

In Part 1 the examinee will hear a question and read it on the screen. The examinee will then have 30 seconds to prepare an answer and 45 seconds to speak. In Part 2 the examinee will only hear, not read, a statement giving two different opinions on a topic. The examinee will then have 45 seconds to prepare

an opinion and 60 seconds to speak. In both parts, the examinee may take notes to help prepare an answer. Make sure the examinee's headphones are on and the microphone is positioned in front of the examinee's mouth.

---

### **Building Skills: Speaking**

The examinee's response will be evaluated on how clearly the examinee's opinion is spoken. The examinee's response must be relevant to the topic. The examinee should choose a subject that answers the question and say as much as possible in answer to what was asked. The examinee must speak loudly and clearly. A good tip is to imagine that the examinee is speaking to someone the examinee knows. The answer should be spoken so that the person could understand the answer, understand the examinee's opinion, and why the examinee feels that way.

In constructing the examinee's answer, the same guidelines as in writing apply:

- give a clear statement;
  - explain and support the statement with details and examples;
  - be organized, expressing one idea per sentence;
  - show transitions (first, second, in conclusion . . . );
  - vary vocabulary and sentence structure;
  - stay on topic; and
  - make sure that each statement supports the topic or opinion.
-

1. Speaking Part 1

a) *Speaking Part 1 – Directions*

**iTEP Speaking - Part1**

You will both hear and read a short question. Answer the question giving specific reasons and examples that support your answer. After you hear the question, you will have 30 seconds to prepare your answer, and 45 seconds to speak.

**Prepare** **Speak**

**30** **45**  
SECONDS SECONDS

**1/1**  
QUESTION

© Copyright 2011 Boston Educational Services, LLC

< Back Next >

In Speaking Section Part 1 the examinee will hear a question and read it on the screen. The examinee will then have 30 seconds to prepare an answer and 45 seconds to speak. Do not speak until the end of the “Prepare” time. The examinee may take notes to help prepare an answer. Time left is shown at the bottom of the screen.

b) *Building Skills: Speaking Part 1*

Speaking Part 1 asks for a brief response to a "getting to know you" type of question. 30 seconds are given for preparation and 45 seconds for speaking a response. Make sure to use the preparation time to plan the basic ideas the examinee wishes to make. As in the writing exercise, do not waste much time deciding on a topic. Choose something the examinee will enjoy talking about.

c) *Speaking Part 1 – Example A*

Below is an example of a question about school life the examinee may be asked in Part 1. The examinee will have 30 seconds to prepare a response and 45 seconds to speak. The examinee may take notes to

help prepare an answer. Time left is shown at the bottom left of the screen. Be sure to use all of the speaking time to accurately show the examinee's speaking ability.

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

Here is a sample response:

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

---

**d) Building Skills: Speaking Part 1**

Preparation Time:

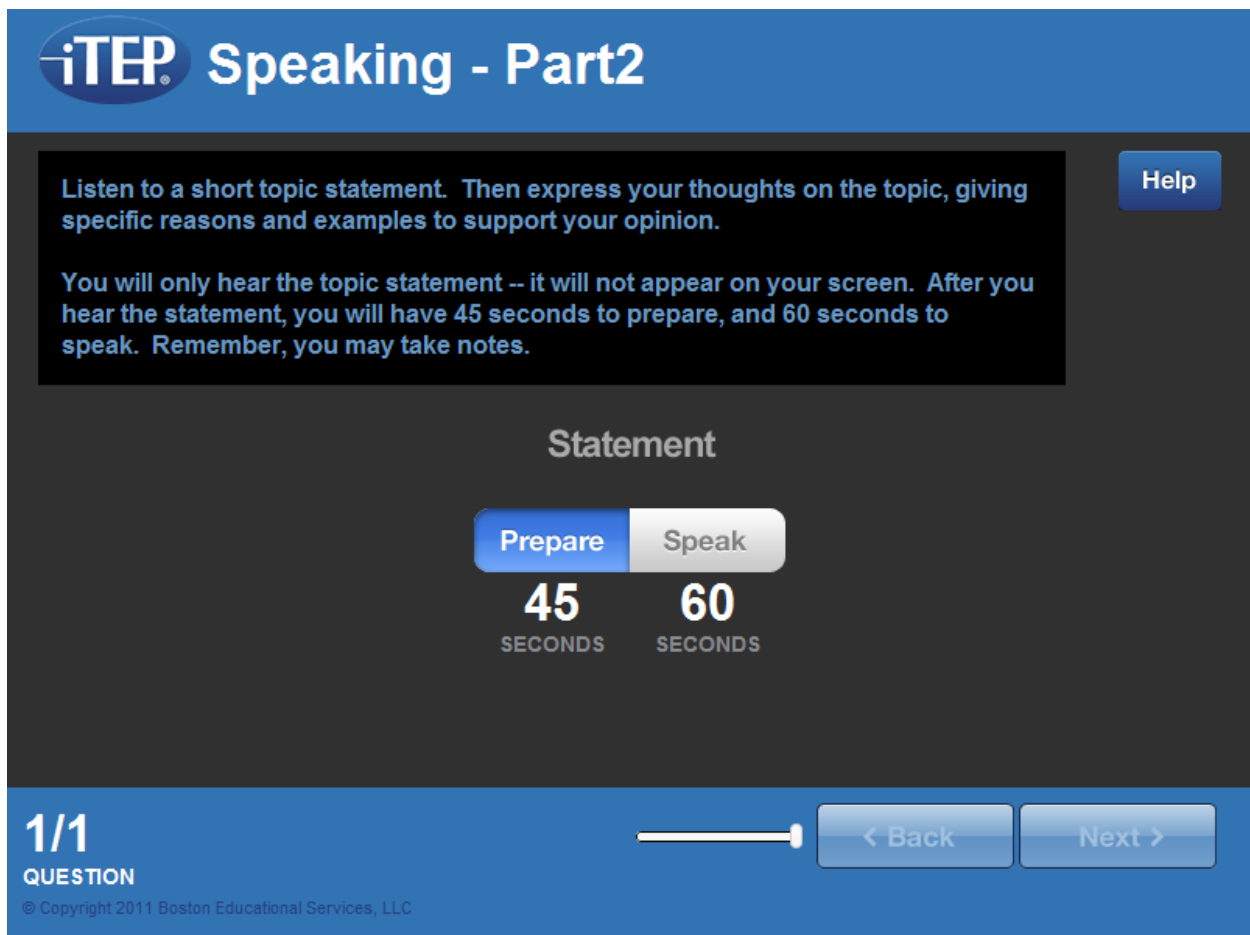
- Think about the meaning of the question and quickly decide who to talk about.
- Notice the question asks for "one person from history." It could be anyone, but it should be someone important or of interest to the examinee so the examinee has a lot to express and write about.
- Here is a sample topic idea:
  - *Ghandi. Did he think he would change the world? What did he want to see changed? Did he ever want to live in another country?*
- Write down just enough notes to remember the plan while speaking.
- Notes do not need to be detailed; their only purpose is to help the examinee.
- Practice different styles of note taking before the exam.
- Here are sample notes for a response:
  - *Change in the world.*
  - *Travel other countries.*
  - *His favorite place to visit.*
- The examinee's notes are like a road map to help remember the key things to discuss.
- Try to speak to each idea in a separate sentence and have a transition, just like in writing.
- The response gives a few specific details to support and explain the sample's choice.
- At the end, just like the beginning, there is a more general statement that brings the answer to a close.
- Even if the response is short, it must be:
  - organized;
  - developed; and
  - important to the purpose of the question.

e) **Speaking - Part 1 Practice Exercises**

- Read each question.
- Write down a few notes.
- Speak a response in 45 seconds.
  1. *Some people would donate money to charities for helping poor families, others for children's education, and others would donate to help wildlife or animals. If you could donate a million dollars to a social cause or charity, which type would you choose and why?*
  2. *If you could travel anywhere in the world, where is the first place you would visit, and why?*
  3. *Imagine your dream job. Describe the job and what you would like the most about it?*
  4. *Have you ever been given advice or wisdom that has helped you in your life? Please tell us this advice and how it helped you.*

2. **Speaking - Part 2**

a) **Speaking Part 2 – Directions**



The screenshot shows the iTEP Speaking - Part 2 interface. At the top, there is a blue header with the iTEP logo and the text "Speaking - Part 2". Below the header, there is a dark grey box containing instructions: "Listen to a short topic statement. Then express your thoughts on the topic, giving specific reasons and examples to support your opinion." and "You will only hear the topic statement -- it will not appear on your screen. After you hear the statement, you will have 45 seconds to prepare, and 60 seconds to speak. Remember, you may take notes." To the right of this box is a blue "Help" button. Below the instructions, the word "Statement" is centered. Underneath, there are two buttons: "Prepare" and "Speak". Below the "Prepare" button is a large "45" with "SECONDS" underneath it. Below the "Speak" button is a large "60" with "SECONDS" underneath it. At the bottom of the interface, there is a blue bar with "1/1 QUESTION" on the left, a progress indicator in the center, and two buttons labeled "< Back" and "Next >" on the right. A small copyright notice "© Copyright 2011 Boston Educational Services, LLC" is visible at the bottom left of the interface.

The examinee will hear a 60 to 90 second statement on a topic expressing two different opinions. The examinee will only hear the statement. It will NOT be written on the screen. The examinee will then have 45 seconds to prepare an opinion and 60 seconds to speak. The examinee may take notes to help prepare an answer. Give reasons and examples to support an opinion. Time left is shown at the bottom left of the screen. Make sure the examinee's headphones are on and the microphone is positioned in front of the examinee's mouth.

---

**b) Building Skills: Speaking Part 2**

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

Another important difference between Speaking Part 1 and Part 2 is that the examinee will only hear, but not see the statement-script or prompt. Active listening to the statement-script is important to doing well on this section.

---

**c) Speaking - Part 2 – Example A**

Below is an example of the type of opinion statement the examinee may hear in this section. The examinee may take notes to help prepare an answer. After hearing the statement, the examinee will have 45 seconds to prepare an opinion on the topic, and 60 seconds to speak. During the exam, the examinee will only hear, not see, the statement.

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

Here is a sample response:

*When reporters use confidential sources in order to get a story, they should be able to keep the sources' identities secret. Many important news stories could not be reported if the source of the story fears that their identity will be revealed. For example, someone who reports that his or her company is involved in illegal activity, or the famous "Deep Throat," who gave us the Watergate story, would never come forward if they thought people would find out who they were.*

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

---



**d) Building Skills: Part 2 – Example A**

- Understand what is being asked.
  - Decide which position to take.
  - Plan a few points that will be used to support a position.
  - Since the examinee will only hear, but not read the prompt, it is helpful to take notes while listening.
  - Here are sample notes for a response:
    - reporter--secret sources--hide identity--why important?
    - readers want to know (why?--to understand and evaluate)
    - should reporters tell or not?
    - need secret source to get story
    - no one would come forward with story
    - reporter made promise
  - Sample states the position in the first sentence.
  - Specific examples are given to support the position that only if reporters are allowed to keep their sources secret, can the public get important news.
  - Use of language is precise.
  - Demonstrates good vocabulary.
  - Grammar is solid.
  - Sentence structure is varied.
  - Transitional terms, like *also* and *otherwise* point out the connection between ideas.
  - Each sentence builds support for one position.
  - The final sentence sums up the general reason for the opinion being argued.
  - Although the response is short, it is complete, coherent, and clear.
- 

**e) Speaking - Part 2 – Practice Exercises**

- Read each question.
- Write down a few notes.
- Speak a response in 60 seconds.
  1. *Many nations restrict development in places where it may endanger certain animal species, and insist that neighboring nations follow similar practices. Other nations say that species protection is a luxury that not all nations can afford, and each country should have the right to choose for itself. What are your thoughts on this question?*
  2. *In many places lawmakers fund public projects by increasing taxes on all items that are sold called purchased goods. Opponents say that it would be fairer to make taxes based on income instead of sales. Which is a better solution? Why?*

3. *Certain schools restrict test-takers' access to mobile devices, saying that test-takers' use of such devices distracts from their learning in the classroom. Test-takers' parents insist that it is important for their children to have their phones at all times in case of emergencies. What are your thoughts on this question?*
  4. *Due to the increased access to the Internet, people all over the world can post information on any subject. Some say this can be dangerous and others say this is useful. What is your opinion on this topic? Please use examples to support your answer.*
- 

### **3. Speaking - General Skill Development and Take-Aways**

- Practice speaking in English as often as possible.
  - Talk to native or fluent English speakers and ask them if they understand you.
  - Listen to English language radio and watch TV. Try to match your pronunciation after what is heard.
  - Practice speaking into a tape recorder; then listen to the response to improve clearness.
  - Review the descriptions of speaking levels in the iTEP Ability Guide.
  - Know the directions and question types beforehand.
  - In Part 1, the question is written on screen as well as spoken to the examinee.
  - In Part 2, the question is only spoken to the examinee.
  - Do not waste time deciding on a topic.
  - Use the preparation time to plan the points to make in the speech.
  - Take notes, especially for Part 2.
  - Try to answer the question fully in the time allowed.
  - Use transition words to make the main idea and supporting points of the speech clear to the listener.
  - Give specific details and examples to support and develop the main point.
  - Use words precisely.
  - Speak slowly and calmly.
-

# iTEP The End

Help

This is the end of the test.

Please wait for further directions from your test administrator.



Reading



Listening



Grammar



Writing



Speaking

< Back

Next >

© Copyright 2011 Boston Educational Services, LLC

## V. DIAGNOSTIC EXAM #2: A Comparison Tool

At this point, the examinee is ready to take the Diagnostic Exam again.

- Review the first sections of this guide.
  - Re-read section VI.
  - Take the exam.
  - Compare with results from Diagnostic Test #1.
    - What areas need improvement?
    - Are there specific core language skills that are lacking?
    - Are the Reading and Writing scores higher than Speaking and Listening scores?
    - Is Grammar a problem that weakens the other skills?
    - Is weak vocabulary contributing to lower scores?
    - How do the scores match up to the iTEP Ability Guide and real world skill application?
    - Is the examinee at the level the examinee wants to be?
    - What does the examinee need to do to reach this level?
  - Make a plan to improve.
  - Review portions of this guide, as needed.
  - Use supplemental help and additional practice:
    - online sources; and
    - English grammar and writing texts.
-

## **VI. FINAL REVIEW**

### **A. Brief Review of Exam Day Rules and Tips**

- The night before the exam, relax and get a good night's sleep.
  - Arrive a few minutes before the scheduled exam time, as instructed by the Test Center when the exam is scheduled.
  - Bring a government-issued picture ID.
  - Bring only a pen or pencil and one sheet of paper.
  - During the assessment process, one or more test Administrators will be in the room at all times.
  - Follow all directions given to the examinee by the iTEP Administrator.
  - Once the exam begins, the examinee cannot ask questions about content or directions.
  - Technical difficulties can be brought to the attention of the Administrator as they occur.
  - Answer all questions to the best of the examinee's ability. There is no added penalty for a wrong answer.
  - Each question is worth the same number of points. Do not waste time on difficult questions. Use process of elimination, then, guess among the remaining choices.
  - The examinee must review the directions for each question type before taking the exam.
  - The "Help" button allows another look at the directions at any point during the exam. But remember that the timer will be counting during this time.
  - Above all, stay calm. The exam may be re-taken if needed.
-

## VII. APPENDIX A – SCORE REPORT



### Official Score Report

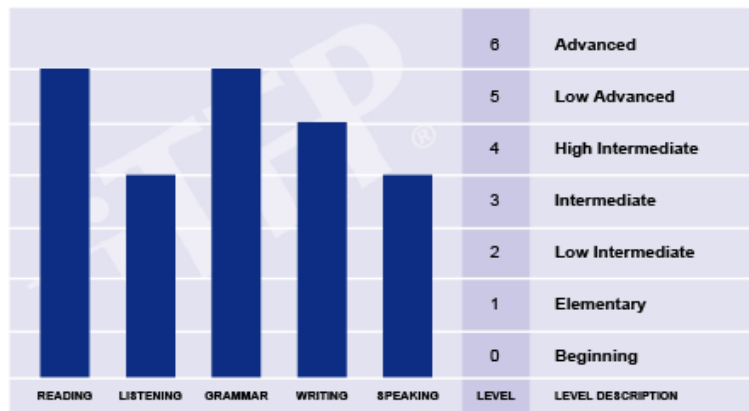
Name (Last, First, Middle): Perez, Maria Isabel  
 Nationality: Mexican Date of Birth: 07-Sep-1987  
 Test ID#: 23887803F Test Date: 17-Jun-2009  
 Govt. ID#: 870907-2539247 Issued By: Mexico

**Overall Assessment: Level 4.0 (High Intermediate)**

#### Assessment by Test Section


TEST SECTION	SCORE	LEVEL	DESCRIPTION
Reading	79	5	Low Advanced
Listening	62	3	Intermediate
Grammar	82	5	Low Advanced
Writing	77	4	High Intermediate
Speaking	62	3	Intermediate

#### Individual Skill Profile



Copyright © 2008-2010 by Boston Educational Services, LLC

## VIII. APPENDIX B – ITEP ABILITY GUIDE



### ITEP Ability Guide-Academic

Use this table to see at a glance how well an individual can use English to communicate in the "real world" at each of ITEP's screen levels.

LEVEL	READING	WRITING	LISTENING	SPEAKING
<b>6</b>	<ul style="list-style-type: none"> <li>• Comprehends virtually all aspects of a wide variety of academic material written for non-specialists</li> <li>• Reads at near-native speed</li> <li>• Rarely requires use of a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Writes complex documents such as research reports using appropriate style and vocabulary</li> <li>• Grammar is a near-native level</li> <li>• Expresses complex relationships between ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehends overall meaning and virtually all details of lectures on diverse topics</li> <li>• Understands English spoken in a variety of non-native accents</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates accurately and effectively on practically all academic and social topics in culturally appropriate ways</li> <li>• Pronunciation is close to that of native speakers</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Understands main ideas and most of the details of academic texts, journal articles, abstracts</li> <li>• Requires some extra reading time and occasional use of dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfies demands of most general academic tasks with occasional grammar and style mistakes</li> <li>• Vocabulary is strong in specialty</li> <li>• Exhibits fairly good organization, development</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps main ideas and the majority of supporting details from academic lectures, especially those on familiar topics</li> <li>• Is challenged by complex social and cultural references</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses moderately complex ideas</li> <li>• Some errors in grammar, word choice, and cultural appropriateness</li> <li>• Pronunciation demands only slight extra effort from listeners</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Grasps most main ideas from textbooks and articles, but has uneven grasp of details</li> <li>• Mistakenly somewhat content and cultural references</li> <li>• Proceeds slowly and with effort</li> </ul>	<ul style="list-style-type: none"> <li>• Writes reasonably coherent essays on familiar topics but with noticeable grammatical weaknesses</li> <li>• Vocabulary frequently lacks precision and sophistication</li> <li>• Little grasp of stylistic features</li> </ul>	<ul style="list-style-type: none"> <li>• Understands main ideas from academic lectures and discussions, but misses significant details</li> <li>• Occasionally needs to ask for repetition or clarification</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to express abstract concepts, especially on familiar topics</li> <li>• Fluency is hampered by gaps in vocabulary, grammar</li> <li>• Is sometimes asked to repeat words or phrases</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Grasps the gist of material on familiar subjects, and identifies some significant details</li> <li>• Follows step-by-step instructions in exams, labs, assignments</li> <li>• Limited vocabulary impedes speed</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates basic ideas, but with weak organizational structure and grammatical mistakes that hinder understanding</li> <li>• Limited vocabulary results in repetitive style and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps general outline of topics discussed in an academic setting, but unfamiliarity with complex structures and higher-level vocabulary leaves major gaps in understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Manages day-to-day communications with peers and instructors, though marked by frequent grammar and vocabulary errors</li> <li>• Pronunciation requires significant effort from listeners</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Understands simplified material</li> <li>• Major vocabulary gaps lead to frequent inaccurate or incomplete comprehension, and slow pace</li> <li>• Attempts word-for-word translation using dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses only basic vocabulary and simple grammatical structures</li> <li>• Considerable effort required by the reader to identify intended meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Understands very basic lectures when spoken slowly using simple vocabulary</li> <li>• Relies heavily on non-verbal cues and repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Generates simple questions, greetings, expressions of needs, and preferences</li> <li>• Pronunciation often obscures meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Comprehends only highly simplified phrases or sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Writes only short, simple sentences, often characterized by errors that obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Understands simple greetings, statements, and questions when spoken with extra clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with single words, short phrases at "survival" level</li> <li>• Inherent listener effort required</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Recognizes the alphabet and isolated words</li> </ul>	<ul style="list-style-type: none"> <li>• Produces isolated words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a few isolated words or phrases spoken slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Produces a few, isolated words and phrases</li> <li>• Pronunciation mostly unintelligible</li> </ul>

Abilities described are for the typical test-taker. The International Test of English Proficiency is developed by Boston Educational Services. Please visit us on the web at [www.ITEPexam.com](http://www.ITEPexam.com)

© 2010 by Boston Educational Services, LLC. All rights reserved. CMO-AC0038

## IX. APPENDIX C – ANSWER KEYS

### Reading

Reading Part 1- Practice Exercise 1

Q: C

Reading Part 1- Practice Exercise 2

Q: B

Reading Part 2- Practice Exercise 1

Q1: B

Q2: B

Q3: A

Q4: D

Q5: C

Q6: D

---

### Listening

Listening Part 1- Practice Exercise 1

Q: D

Listening Part 1- Practice Exercise 2

Q: B

Listening Part 1- Practice Exercise 3

Q: D

Listening Part 1- Practice Exercise 4

Q: B

Listening Part 1- Practice Exercise 5

Q: A

Listening Part 2- Practice Exercise 2

Q1: D

Q2: B

Q3: B

Q4: C

Listening Part 3- Practice Exercises

Q1: C

Q2: B

Q3: C

Q4: A

Q5: D

---

### Grammar

Grammar Part 1- Practice Exercises

Q1: C (idiomatic usage: neither/nor)

Q2: D (verb tense)

Q3: B (verb tense and subject-verb agreement; collection is a singular noun)

Q4: D (verb tense)

Q5: B (usage)

Q6: C (verb tense and subject-verb agreement)

Q7: B (comparatives)

Q8: A (verb tense)

Q9: D (verb tense and subject-verb agreement)

Q10: B (usage of transitional words)

Q11: C (adverbial usage)

Q12: D (idiomatic usage; no sooner...than)

Q13: C (usage)

Q14: B (idiomatic usage; as soon as)

Q15: A (verb form and tense)



Q16: C (idiomatic usage and pronoun case)

Q17: B (pronoun case)

Q18: B (usage; counting nouns)

Grammar Part 2- Practice Exercises

Q1: D (stylistic usage: parallelism)

Q2: D (usage of comparatives)

Q3: D (usage and verb tense)

Q4: A (subject-verb number agreement)

Q5: A (usage)

Q6: C (reference of modifier; “the father of modern philosophy” is Descartes, not his work)

Q7: C (verb tense and form)

Q8: D (usage)

Q9: A (pronoun case)

Q10: C (correct adverb/adjective usage)

Q11: C (verb tense)

Q12: B (subject-verb agreement)

Q13: D (usage)

Q14: C (usage)

Q15: D (stylistic usage; parallelism)

Q16: B (usage of commonly confused words; accept/except)

Q17: A (usage; which/what)

Q18: A (propositional usage)

## X. APPENDIX D – LISTENING SECTION SCRIPTS

**Note:** On the actual exam, the examinee will only hear the dialogue. The script will not appear on the screen.

### Track 1 (Listening Part 1- Example A Conversation)

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

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

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

---

### Track 3 (Listening Part 1-Practice Exercise 1 Conversation)

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

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

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

---

### Track 5 (Listening Part 1- Practice Exercise 2 Conversation)

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

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

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

---

### Track 7 (Listening Part 1- Practice Exercise 3 Conversation)

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

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

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

---

### Track 9 (Listening Part 1- Exercise 4 Conversation)

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

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

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

---

### Track 11 (Listening Part 1- Exercise 5 Conversation)

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

**Woman:** *Really? Who are you expecting?*

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

---

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

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

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

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

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

**Michael:** *I had no idea, Professor.*

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

**Michael:** *Sure, that's what I thought.*

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

**Michael:** *Wow.*

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

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

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

## Track 20 (Listening Part 3- Example A Conversation)

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

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

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

*The term 'Analog' comes from the recording process. Analog recordings are intended to vary in a manner analogous to variations in air pressure in the*

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

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

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

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

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

*Another advantage that digital recordings have is that they suffer less deterioration. After twenty years of playing the same disc, the quality should still be as good as when it was first played. The same cannot be said for a record. Every time the stylus plays a record, it physically changes it. After it's played many times, the groove will change and the sound will change with it. You might say it will evolve. When a CD is played, there is no physical contact involved, and*

*the data is read optically using a laser beam. A digital player doesn't actually 'touch', it merely runs a laser over information and 'reads' it optically.*

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

---



## XI. APPENDIX E – SUGGESTED PREPARATION COURSE OUTLINES

### A. Option A

Three or five day preparation course (Sections I, II, III, IV & V, including taking the iTEP Prep-Plus exam, all done before preparation begins)

Days	Hours	Table of Contents
Completed before preparation begins		<b>I. GENERAL INTRODUCTION TO iTEP</b> -How to use the Prep Guide -iTEP Exams overview -Sample Preparation Agenda -General Tips for Improving English Language Skills <b>II. iTEP EXAM</b> -General Information -Exam Length -Exam Structure -Exam Content -Delivery Method -Timing Mechanism -Transition Screens <b>III. WHAT TO EXPECT ON EXAM DAY</b> -Pre-Exam Instructions -General Skill Development and Exercises <b>IV. iTEP EXAM RESULT DELIVERY: SCORE REPORT</b> -Skill Profile: Identifying Strengths and Weaknesses -Scoring Review -iTEP Ability Guide <b>V. DIAGNOSTIC EXAM #1</b> -Why Take a Diagnostic -How to Take the Diagnostic Exam (iTEP Prep-Plus is taken) -Diagnostic Exam Results: Score Report
Day 1	2	<b>VI. SKILL DEVELOPMENT AND PREPARATION EXERCISES</b> <b>Reading</b> -Part 1 -Part 2 -General Skill Development and Take-Aways
	2	<b>Listening (will need audio files)</b> -Part 1 -Part 2 -Part 3 -General Skill Development and Take-Aways
Day 2	1.5	<b>Grammar</b> -Grammar Part 1 -Grammar Part 2 -General Skill Development and Take-Aways
	1.5	<b>Writing</b>

		-Writing Part 1 -Writing Part 2 -General Skill Development and Take-Aways
	1	<b>Speaking</b> -Speaking Part 1 -Speaking Part 2 -General Skill Development and Take-Aways
Day 3	2	<b>VII. Diagnostic Exam #2</b>
	2	<b>VIII. Frequently Asked Questions (FAQ)</b> <b>Final Review/Prep for Exam Day</b>

## B. Option B

Ten day (20+ hour\*) preparation course

Days	Hours	Table of Contents
Day 1	2	<b>GENERAL INTRODUCTION TO iTEP</b> -How to use the Prep Guide -iTEP Exams overview -Sample Preparation Agenda -General Tips for Improving English Language Skills <b>iTEP EXAM</b> -General Information -Exam Length -Exam Structure -Exam Content -Delivery Method -Timing Mechanism -Transition Screens
Day 2	2	<b>WHAT TO EXPECT ON EXAM DAY</b> -Pre-Exam Instructions -General Skill Development and Exercises <b>iTEP EXAM RESULT DELIVERY: SCORE REPORT</b> -Skill Profile: Identifying Strengths and Weaknesses -Scoring Review -iTEP Ability Guide
Day 3	2	<b>DIAGNOSTIC EXAM #1</b> -Why Take a Diagnostic -How to Take the Diagnostic Exam (iTEP Prep-Plus is taken) -Diagnostic Exam Results: Score Report
Day 4	2	<b>SKILL DEVELOPMENT AND PREPARATION EXERCISES</b> <b>Reading</b> -Part 1 -Part 2 -General Skill Development and Take-Aways

Day 5	2	<b>Listening (will need audio files)</b> -Part 1 -Part 2 -Part 3 -General Skill Development and Take-Aways
Day 6	2	<b>Grammar</b> -Grammar Part 1 -Grammar Part 2 -General Skill Development and Take-Aways
Day 7	2	<b>Writing</b> -Writing Part 1 -Writing Part 2 -General Skill Development and Take-Aways
Day 8	2	<b>Speaking</b> -Speaking Part 1 -Speaking Part 2 -General Skill Development and Take-Aways
Day 9	2	<b>Diagnostic Exam #2</b>
Day 10	2	<b>Frequently Asked Questions (FAQ)</b> <b>Final Review/Prep for Exam Day</b>

\*The hours can be extended when teacher/examinee supplement with additional exercises for each of the 5 skill building sections.

## XII. APPENDIX F – FREQUENTLY ASKED QUESTIONS (FAQ)

### 1. What are the main differences between iTEP and the other exams on the market?

- iTEP is a comprehensive, Internet-based exam that takes 60 or 90 minutes to administer, depending on the exam type.
- iTEP provides for exam accessibility within 3 days of an exam request at a secure location anywhere in the world.
- iTEP's scores are available immediately for the Reading, Listening, and Grammar sections and 5 business days for versions that assess writing and speaking skills.

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

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

### 3. Where is the exam administered?

Examinees who take iTEP for application to U.S. colleges or universities must take the exam at one of our Certified iTEP Test Centers. However, organizations or examinees who wish to take iTEP to determine English language proficiency may contact our representative(s) in their country. If an examinee wishes to take iTEP in a country where we do not yet have a representative, please contact us directly.

### 4. How does iTEP ensure exam security?

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

### 5. How much does the exam cost for non-U.S. college applicants?

The price of iTEP varies around the world. Please contact our representative in the examinee's country. If the examinee wishes to take iTEP in a country where we do not yet have a representative, please contact us directly.

### 6. In which countries does iTEP have official representatives?

Please visit our website for the most up to date listing: [www.iTEPexam.com](http://www.iTEPexam.com).

### 7. Is a paper version of iTEP available?

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

### 8. How do I find a Certified iTEP Test Center?

A drop-down menu on our website at [www.iTEPexam.com/testcenter](http://www.iTEPexam.com/testcenter) provides access to a list of Certified iTEP Test Centers worldwide. Typically, an iTEP Test Center can arrange for an examinee's individual iTEP exam administration within three business days from the date of contact. If an examinee wishes to take iTEP in a country where we do not yet have a representative or Test Center, please contact us directly.