MICHIGAN LANGUAGE ASSESSMENT

Volume 1007

ECCE

Sample Test

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CEFR Level: B2

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WRITING

Writing Answer Document Instructions

Look only at your own test. Test takers giving or receiving answers or using notes or other aids will be disqualified, and they will fail. Examination fees will not be refunded.

Look at the TOP LEFT of PAGE ONE of your writing answer document. Fill in the following information on the lines:

- **FULL NAME**: Print your full name in this order: first name, then middle initial, then family name. Use all capital letters.
- **TODAY'S DATE**: Print the month, day, and year.

Look at the MIDDLE LEFT of PAGE ONE of your writing answer document. Fill in the blocks according to the following:

- **CENTER:** Print the 3-digit test center number (the examiner will tell you the number).
- **TEST TAKER ID:** Print your 9-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FORM:** Print the form letter that is on the front of your test booklet.

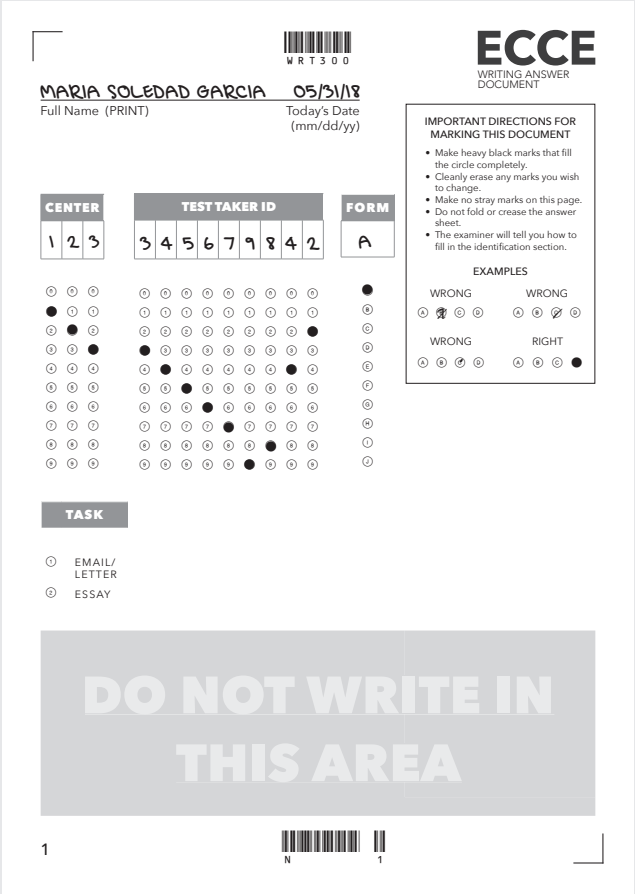
Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number or letter that is the same as the number or letter you have printed in the block above.
- Darken the circle completely so that you cannot see the number or letter inside.
- Do this for your center number, test taker ID, and form letter.
- Darken only one circle in each of the columns.
- Leave the section that says "Task" blank for now.

Look at the TOP RIGHT of PAGE THREE of your writing answer document. Find where it says "TEST TAKER ID."

- Print your 9-digit personal test taker ID.
- Include all zeros, including those at the beginning of the number.

The example below shows the correct way for Maria Soledad Garcia to fill out the information section of the writing answer document.



WRITING

Writing Instructions

- Choose either Task 1 (Email/Letter) or Task 2 (Essay). Write on only ONE of these tasks.
- Once you have chosen your task, darken the circle for "Email/Letter" or "Essay" on your writing answer document.
- You will have 30 minutes to write your answer.
- Use a #2 (soft) pencil only.
- Use only the lines provided on the writing answer document to complete this section. You should write about one page.
- Do not write your answer in this booklet.
- You will not be graded on the appearance of your paper, but your handwriting must be readable.
- You may use the planning area provided in this booklet, but it will not count toward your score.

Writing Prompt

Task 1: Email

The president of a local university is considering requiring all students to participate in community service projects—without accepting any money for their time and work—before they graduate. He would like to know how students feel about this policy.

- Write an **email** to the president to explain your opinion. Give reasons to support your ideas.
- Start your email, "Dear President Cowell."

Task 2: Essay

People whose families own a business should work there with their relatives instead of finding jobs or a career somewhere else.

- Write an **essay** on whether you agree or disagree with the statement above.
- Include specific reasons and examples to support your opinion.

Remember

Once you have chosen your task, darken the circle for "Email/Letter" or "Essay" on your writing answer document.

Planning Area ONLY

DO NOT write your answer in this space.

Do not turn the page until instructed to do so.

BLANK PAGE

Answer Sheet Instructions

Look at the TOP LEFT of PAGE ONE of your answer sheet. Fill in the following information on the lines:

- **FULL NAME**: Print your full name in this order: first name, then middle initial, then family name. Use all capital letters.
- **TODAY'S DATE**: Print the month, day, and year.

Look at the MIDDLE LEFT of PAGE ONE of your answer sheet. Fill in the blocks according to the following:

- **CENTER**: Print the 3-digit test center number (the examiner will tell you the number).
- **TEST TAKER ID**: Print your 9-digit personal registration number. Include all zeros, including those at the beginning of the number.
- **FORM**: Print the form letter that is on the front of your test booklet.

Look at the columns of CIRCLES BELOW THE BLOCKS:

- Find the number or letter that is the same as the number or letter you have printed in the block above.
- Darken the circle completely so that you cannot see the number or letter inside.
- Do this for all the numbers or letters of your test taker ID AND center number AND form.
- Darken only one circle in each of the columns.

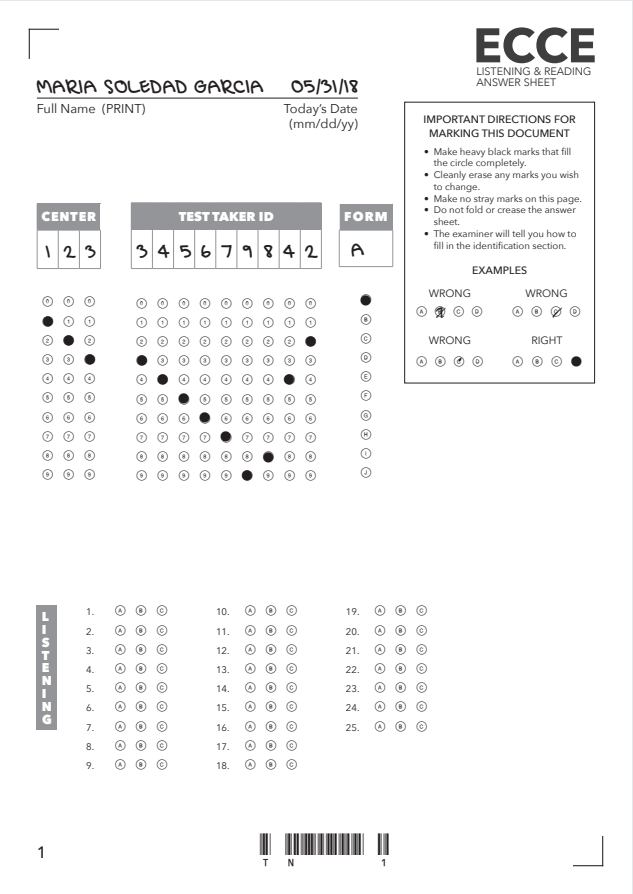
Look at the TOP MIDDLE of PAGE TWO of your answer sheet:

- **TEST TAKER ID**: Print your 9-digit personal registration number. Include all zeros, including those at the beginning of the number.

This test will be machine scored, so you must follow instructions carefully:

- Do not fold or crease your answer sheet.
- Mark all your answers on the separate answer sheet. Answers marked in the booklet will not be scored.
- Make heavy black marks that fill the circle completely. Your mark must be dark enough to be read by the scanning machine. The scanner cannot see very light marks.
- Do not make any other marks on your answer sheet.
- If you change your mind about an answer, erase your first mark completely.
- Fill in only one circle for each question.
- Any question with more than one answer marked will be counted wrong.
- If you are not sure about an answer, you may guess.

The example below shows the correct way for Maria Soledad Garcia to fill out the information section of the answer sheet.



When instructed to, look through the rest of the test booklet to see that it is complete. Check the pages quickly. You should have 31 numbered pages in your test booklet. If there are pages missing from your booklet, raise your hand and a proctor will give you a replacement.

BLANK PAGE

LISTENING

Listening Section Instructions

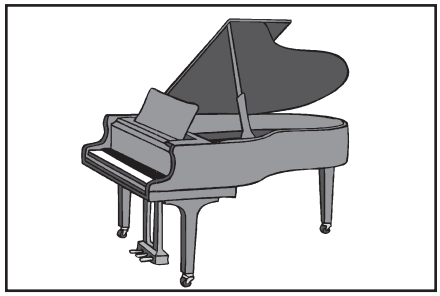
This section of the test has two parts. Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely. If you do not know the answer, you may guess. Try to answer as many questions as possible.

Listening Test, Part 1

In this part, you will hear 25 short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. The answer choices are shown as pictures. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, or C.

Here is an example:

A



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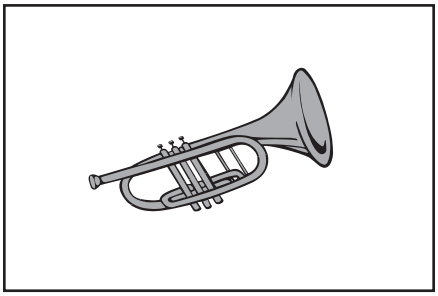
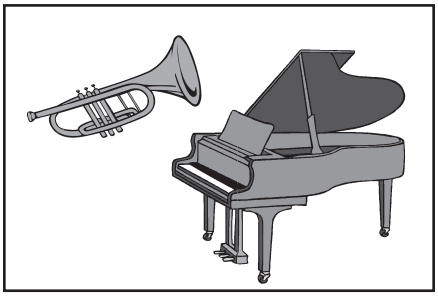


C



The correct answer is A.

Do you have any questions?

LISTENING

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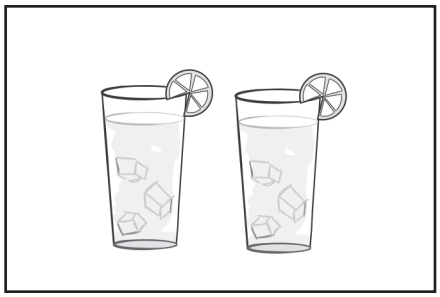
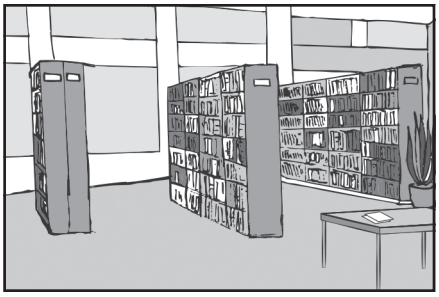
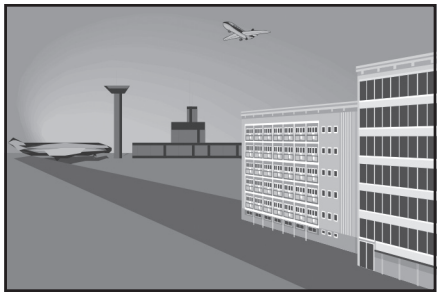
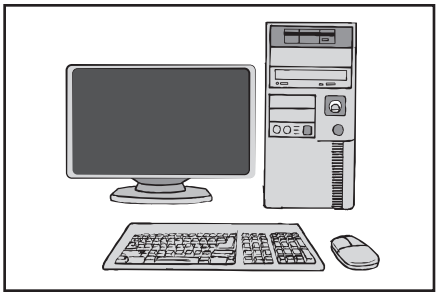
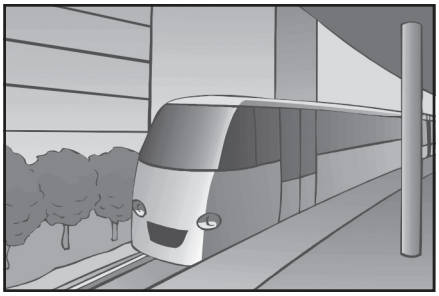
1.			
2.			
3.			
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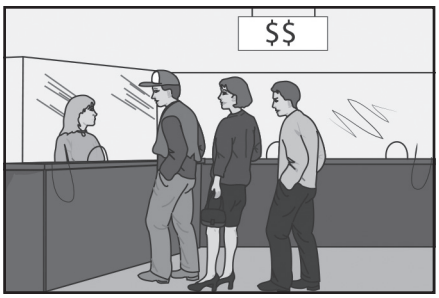
5.			

LISTENING

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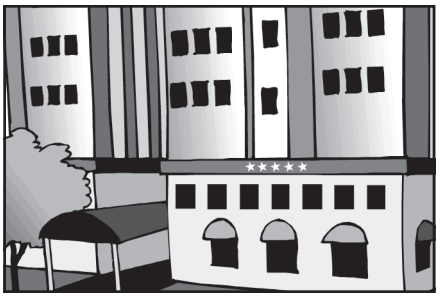
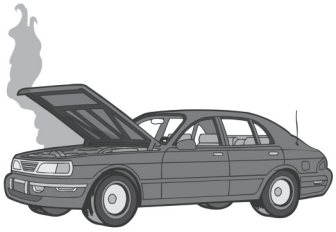
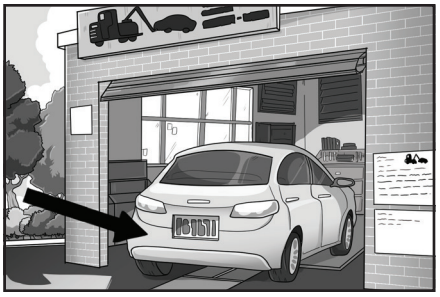
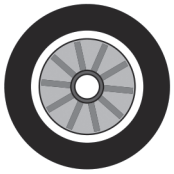
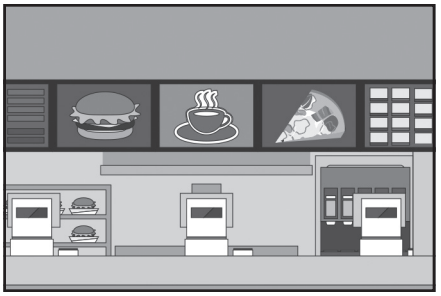
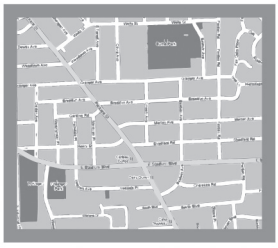
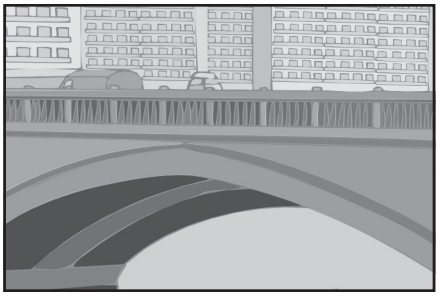
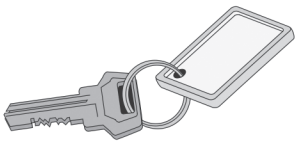
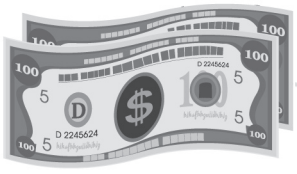
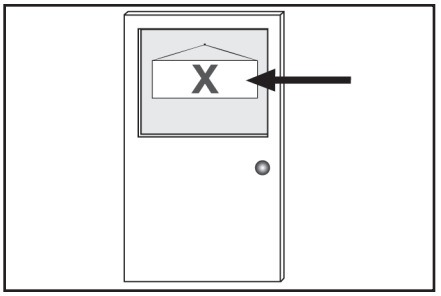
6.			
7.			
8.			
9.			
10.			

LISTENING

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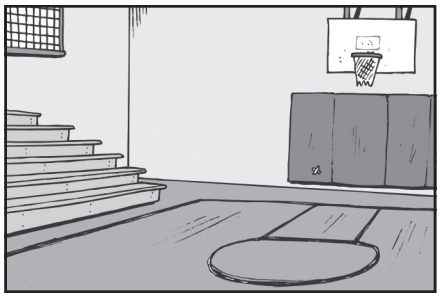
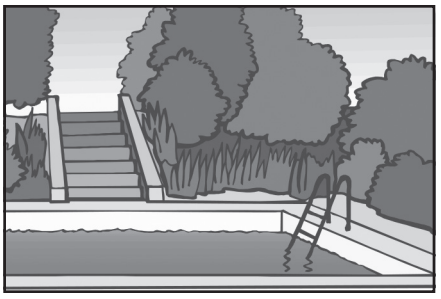
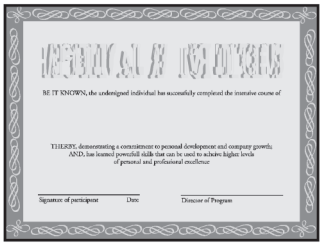
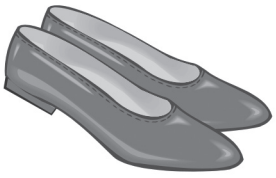
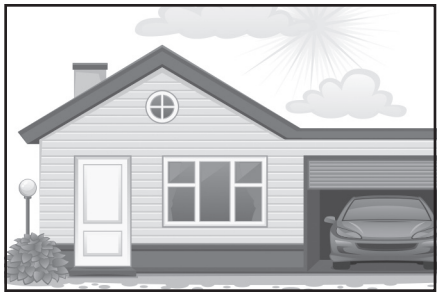
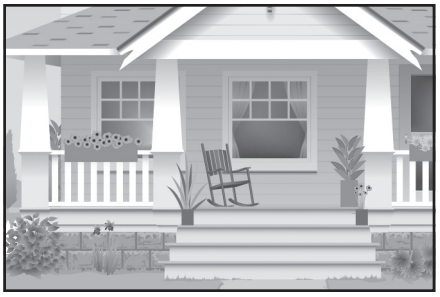
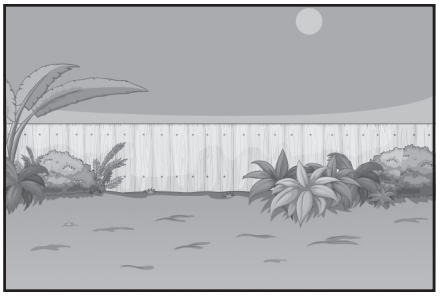
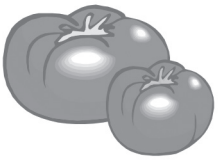
11.			
12.			
13.			
14.			
15.			

LISTENING

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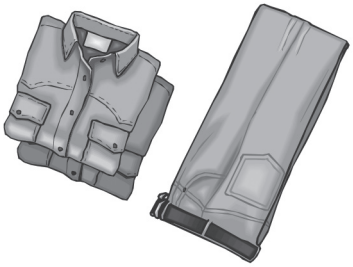
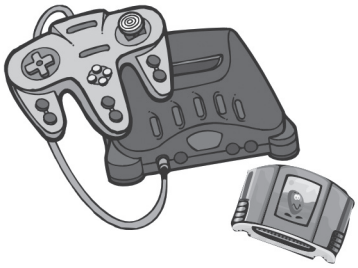
16.			
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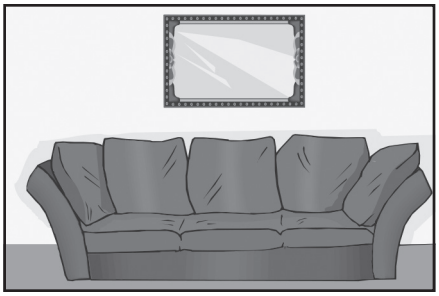
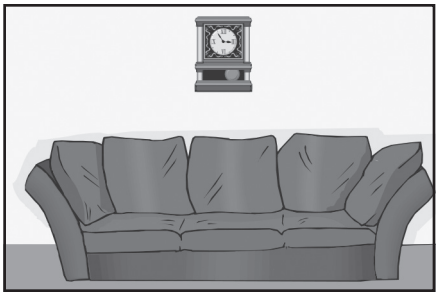
19.			
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LISTENING

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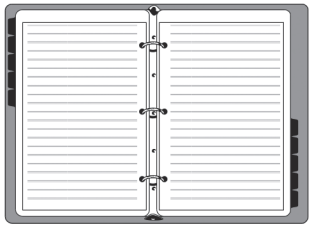
21.			
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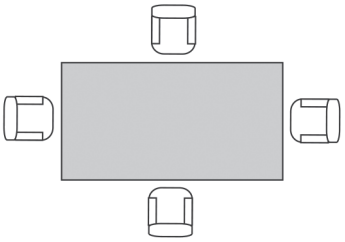
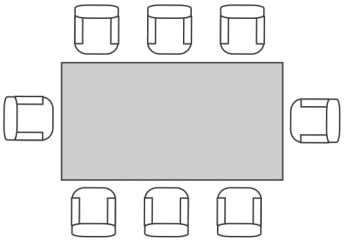
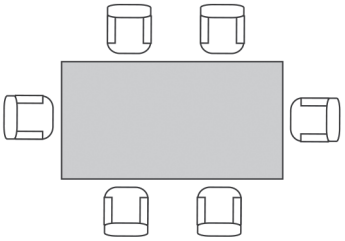
23.			
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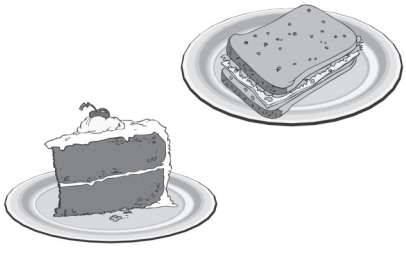
25.			

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Listening Test, Part 2

In this part, you will hear four short talks. After each talk, you will hear five questions about it. Before each talk begins, you will have time to preview the questions that are printed in the test booklet.

You will hear each talk twice. Then you will hear the questions once. If you want to, you may take notes in your booklet as you listen. Mark your answers on the separate answer sheet, not in the test booklet. You should mark A, B, C, or D.

Do you have any questions?

LISTENING

Now you will hear the first talk. Look at the questions.

Listen to an event organizer at a university.

26. Who are the volunteers?
    A. university staff
    B. local residents
    C. parents
    D. current students

27. Why does the speaker mention professors?
    A. They will participate in the campus tours.
    B. They will help with registration.
    C. Volunteers need to get information from them.
    D. Volunteers should talk about them.

28. How are the day's events introduced?
    A. based on their location
    B. in order of importance
    C. in the order they will happen
    D. by group assignment

29. What is the talk mainly about?
    A. when school starts again
    B. popular locations on campus
    C. the importance of being a volunteer
    D. what the volunteers need to do

30. What does the speaker mean when he says:
    A. Unfamiliar situations may cause stress.
    B. Students learn better in groups.
    C. There are many new people on campus.
    D. Changing schools isn't recommended.

Notes

Now you will hear the second talk. Look at the questions.

Listen to a high school swimming coach.

31. What kind of work is the speaker discussing?
    A. keeping people safe in the water
    B. being a swim team coach
    C. managing employees at a pool
    D. teaching people how to swim

32. What does the speaker imply might keep someone from doing the training?
    A. They may not want to pay the required fee.
    B. The training might take too long to complete.
    C. The job may seem like too much responsibility.
    D. They might not find a job afterwards.

33. What is the speaker's attitude toward the three-part test?
    A. She thinks it should test additional content.
    B. She is afraid students won't study for it.
    C. She doesn't think it should be required.
    D. She is confident team members can pass it.

34. What is the main purpose of the talk?
    A. to inform team members about a requirement
    B. to invite team members to take a course
    C. to advise team members about jobs
    D. to request team members help teach a course

35. What will happen after two years?
    A. A payment will be due.
    B. A job promotion will be possible.
    C. A new certificate will be needed.
    D. A course will be completed.

Notes

Now you will hear the third talk. Look at the questions.

Listen to a teacher in an art class.

36. According to the teacher, what is upcycling?
    A. designing clothes for artists
    B. making beautiful sculptures
    C. giving away interesting objects
    D. creating art from unusual materials

37. How does the teacher feel about upcycling?
    A. Only artists can upcycle.
    B. Not enough people upcycle.
    C. It takes a lot of time to upcycle.
    D. You need to be creative to upcycle.

38. Why does the teacher refer to a blanket and old shirts?
    A. to mention a way to upcycle
    B. to describe what the students will work on
    C. because he found them in the garbage
    D. because he used them in an upcycling project

39. What is the main purpose of the talk?
    A. to give instructions to a class
    B. to explain a new concept to a class
    C. to test students' knowledge of a topic
    D. to inspire students to become artists

40. Why does the teacher say:
    A. He's looking for an empty can.
    B. He's presenting an example to the students.
    C. He likes to use cans in his artwork.
    D. He wants a student to take something from him.

Notes

Now you will hear the fourth talk. Look at the questions.

Listen to a teacher talking to some students.

41. Why is the speaker repeating the information about the job fair?
    A. to introduce some new details
    B. because the students had questions
    C. because the students weren't listening earlier
    D. to show that he thinks it is important

42. Who is required to attend the job fair?
    A. students who are looking for a job
    B. students from the two highest grades
    C. the faculty and staff
    D. the parents of students

43. What does the speaker imply about asking representatives questions?
    A. It is similar to asking questions in class.
    B. It is a skill that few students possess.
    C. Writing questions is a homework assignment.
    D. Students will decide whether to ask questions or not.

44. What is the speaker's main point about the job fair?
    A. It is a waste of time for many students.
    B. Students should dress professionally.
    C. It is an opportunity for all students.
    D. Students are too busy to take advantage of it.

45. What does the speaker mean when he says:
    A. People wearing shorts won't be allowed to attend.
    B. Dressing too casually isn't a good idea.
    C. The gymnasium is probably going to be very warm.
    D. Qualifications are more important than appearances.

Notes

End of the listening test

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READING

Reading Section Instructions

Do not begin this section until the examiner has read these instructions to you. Do not turn the page until the examiner has told you to do so.

This section of the examination contains 65 questions. Each question has only one correct answer.

Here are examples of each kind of question. In each example, the correct answer is underlined. If you do not understand how to do the questions, raise your hand and a proctor will explain the examples to you. None of the actual test questions can be explained.

Grammar

Choose the word or phrase that best completes the sentence.

Rather than leave the job for tomorrow, it's _____ it now.

A. finishes better
B. better to finish
C. finishing better
D. better finished

Vocabulary

Choose the word or phrase that best completes the sentence.

Everyone thought that the new student was a welcome _____ to the class.

A. increase
B. extra
C. rise
D. addition

Reading

Choose the best answer to each question and mark it on your answer sheet.

An approach to exercise called HIIT (High Intensity Interval Training) has become popular with busy people. According to some studies, a 20-minute HIIT session, which includes relatively long periods of rest, can have the same health benefits as a traditional 50-minute workout.

What is implied about people who practice HIIT?

A. They have little time for exercise.
B. They don't have exercise equipment.
C. They don't like to go to the gym.
D. They like long workouts.

Mark all your answers on the separate answer sheet. Do not make any stray marks on the answer sheet. If you change your mind about an answer, erase your first answer completely. If you do not know the answer, you may guess. Try to answer as many questions as possible.

You have **75 minutes** to answer all 65 questions. If you finish before the time is over, you may check your answers within the reading section only. Do not go back to the listening section of the exam. Do not leave the room before the end of the time period. Remain silent and in your seat until the group is dismissed.

Do you have any questions?

46. Do you know the actor _____ is starring in that film?
    A. he
    B. him
    C. who
    D. whom

47. We were both careless, but the mistake was probably _____ than yours.
    A. more my fault
    B. more at fault
    C. the more fault of me
    D. at more my fault

48. At his old job, John _____ to have Saturdays off.
    A. had used
    B. was used
    C. used
    D. use

49. The teacher told the class _____ so noisy.
    A. to stop be
    B. to stop being
    C. stop to be
    D. stopping to be

50. "What were you doing in 2005?"
    "_____ that time, I was working as a nurse."
    A. Since
    B. For
    C. At
    D. In

51. Mr. Jones thought the students would be able to figure out _____ way to solve the problem.
    A. best
    B. some best
    C. the best
    D. a best

52. Mike's favorite restaurant is Pizza Party Place; he says he goes there _____.
    A. all the time
    B. the whole time
    C. each of the times
    D. all of the times

53. "I heard your daughter got a new job!"
    "Yes, she's making enough money to _____ her own, so she's moving into her own place."
    A. live with
    B. live on
    C. live around
    D. live in

READING: GRAMMAR

54. Nina gave an excellent response when she _____ to share her thoughts on the topic.

A. asks
B. to ask
C. was asked
D. is asking

55. Brianna felt proud of _____ learned how to use the new database on her own.

A. herself when
B. herself when she
C. her when
D. hers when she

56. My son followed the tour guide, _____ did the rest of us.

A. as
B. neither
C. either
D. nor

57. "Should we put on our safety glasses?"
"You'd better, _____ the chemicals get in your eyes."

A. unless
B. otherwise
C. so that
D. until

58. Traveling alone around the world taught me many things I _____ known before.

A. haven't
B. hadn't
C. don't
D. didn't

59. "Could I get a form to apply for a driver's license?"
"Yes, _____."

A. here you are
B. here are they
C. here is it
D. here that is

60. "Can I change the time of my appointment?"
"It _____ be a problem, but I need to ask the doctor first."

A. couldn't
B. mustn't
C. mightn't
D. shouldn't

READING: VOCABULARY

61. The writer is known for his _____ novels, which tell amazing stories that could never happen in real life.
    A. poetry
    B. comedy
    C. drama
    D. fantasy

62. The students are going to _____ money for their trip by selling cookies.
    A. expand
    B. lift
    C. advance
    D. raise

63. In order to improve her skills, Sarah will _____ playing the piano every morning.
    A. enforce
    B. employ
    C. practice
    D. function

64. For centuries, details about life deep in the ocean were largely _____.
    A. empty
    B. remote
    C. distant
    D. unknown

65. Agendas _____ a more efficient use of the time spent in meetings.
    A. facilitate
    B. recommend
    C. urge
    D. benefit

66. Each group chose _____ to describe their project to the entire class.
    A. an administrator
    B. a commander
    C. a representative
    D. an investigator

67. Jackie asked her friend to _____ up so they could get to the restaurant on time.
    A. push
    B. hurry
    C. chase
    D. rush

68. Stella's huge lead over the other candidates in the election for student council president means that the race is _____ over.
    A. effectively
    B. successfully
    C. significantly
    D. adequately

READING: VOCABULARY

69. The office manager hired a company to _____ a new alarm system in the building.

A. reserve
B. insert
C. install
D. possess

70. It was his brother's birthday, so Jeremy bought a card for the _____.

A. instance
B. venture
C. scenario
D. occasion

71. Our teacher took great _____ in announcing the winners of this year's speech competition.

A. comfort
B. pleasure
C. respect
D. excitement

72. This June the local theater plans to _____ a Shakespeare performance in the park.

A. put on
B. come up
C. call for
D. give up

73. Jessica liked the movie Robert suggested, even though she didn't _____ watch action films.

A. typically
B. fundamentally
C. originally
D. essentially

74. The store has seen _____ increase in the number of customers over the last quarter.

A. a severe
B. a steady
C. a firm
D. an equal

This passage is about a new sport.

A trampoline—a flexible platform on which one jumps up and down—has long been a favorite among children. However, the trampoline is now being used in a new way, as part of an extreme sport that may someday be practiced competitively.

Wall trampoline, developed in the world of the circus, requires both courage and skill. It involves the athletes, called bouncers, throwing themselves off a wall onto a trampoline almost five meters below. They then bounce off the trampoline and back to the top of the wall. As they're flying through the air, they perform jumps, loops, and other tricks in much the same way as freestyle skiers and skateboarders.

According to the developers of wall trampoline, it is more impressive than traditional trampoline because the participants do not need to do many small bounces in order to gain the height needed to perform tricks. The bouncers start from a high place, so they can fly higher from the first jump. However, the presence of the wall can make it dangerous. The bouncers always have to be very aware of where they are in relation to the wall to avoid hitting it by accident.

Inventing a new extreme sport is not completely straightforward. The rules—or lack of them—must be considered. Fans of wall trampoline enjoy the fact that it is a freestyle activity, but if bouncers want to compete against each other, a formal method to judge their moves is needed.

75. What is the main purpose of the passage?

A. to explain why a particular sport is dangerous
B. to compare two different sporting activities
C. to comment on a sport the writer tried
D. to describe a sport which few people know

76. In what way is the circus related to the topic of the passage?

A. It is where fans meet the athletes.
B. It is where the sport came from.
C. It is where the sport is performed.
D. It is where the athletes train.

77. What do some developers of wall trampoline think about traditional trampoline?

A. It requires the athletes to use less equipment.
B. It does not allow athletes to jump high.
C. It needs to be learned before wall trampoline.
D. It is less exciting than wall trampoline.

78. According to the passage, what do those performing wall trampoline need to be careful about?

A. the position of other bouncers
B. the location of the wall
C. the height of the jumps
D. the time between jumps

79. In the last sentence of the passage, what does **their** refer to?

A. rules'
B. athletes'
C. fans'
D. trampolines'

80. What does the author say about wall trampoline in the last paragraph?

A. Standards are necessary for comparing performances.
B. Jumps in wall trampoline are impossible to judge.
C. Too much formality could hurt the sport.
D. Athletes must learn to compete against each other.

This passage is about education.

In 1919, Rudolf Steiner, an Austrian philosopher, was invited to give a lecture on education to workers of the Waldorf-Astoria cigarette factory in Stuttgart, Germany. The employees were so fascinated by Steiner's ideas that they asked him to establish a school for their children. This school became known as the Waldorf School, and it was the first of many.

One reason Steiner disliked the traditional school system was because it didn't allow all students to continue studying after elementary school. In contrast, his schools were open to all children for a total of 12 years. His ideas about the curriculum were also different. Steiner thought that learning should match the three stages of child development. In the first, he believed that young children should do hands-on activities in class because they learn best by imitating and doing. For example, a Waldorf student would learn to write first and then to read at the age of seven—an idea criticized by some educators. In the second stage, from ages seven to twelve, students mainly focus on visual learning, art, and languages. Later, students learn academic subjects and critical thinking skills during the third stage, when they are teenagers. Students in Waldorf schools also learn practical skills, such as knitting and woodworking.

Waldorf's ideas and schools had spread throughout Europe by 1938. Many Waldorf schools were closed during World War II, but the movement regained momentum after the war. Today, there are over 1,000 Waldorf schools across 60 countries.

81. What is the main purpose of the passage?

A. to give the biography of someone
B. to contrast two educational systems
C. to explain childhood development
D. to describe a type of school

82. Where did Waldorf schools get their name?

A. the founder of the school
B. the child of an employee
C. a town in Austria
D. a business in Europe

83. According to the passage, what was a problem Steiner had with the existing education system?

A. There were too many students.
B. Students studied too long.
C. Some older children were excluded.
D. The subjects were not appropriate.

84. In the fifth sentence of paragraph 2, what does **they** refer to?

A. activities
B. stages
C. children
D. teachers

85. At what stage of education would a Waldorf school teach mathematics?

A. the first stage
B. the second stage
C. the third stage
D. no stage

86. In the second sentence of the final paragraph, which word could best replace **momentum**?

A. foundation
B. strength
C. value
D. imagination

A

The Adventures of Peter and His Flying Horse

Peter sneaks into the family barn after dark and climbs up on his favorite horse when, much to his amazement, up, up, and away they go! Into the night and off to explore the world.

Release date: June 28

$29.99 plus shipping and handling

DVD features:

- 3D animation
- Interviews with the director, animators, and actors
- Appropriate for ages 6–10
- Total running time: 90 minutes

Order your copy online!
www.LJPanimation.com

B

Oceanside Community College

Animation Appreciation 101
Calling All Characters!

Join us for a look at the fun-filled and ever-evolving world of animation. Explore the history, techniques, major artists, studios, and future of this popular form of entertainment. Each lecture is followed by a screening and discussion with an expert in the field.

The instructor, Jeffrey Carter, holds a master's degree in graphic art and animation and has been teaching for over 20 years.

5 sessions, 6–9 pm, $100

May 2: History
May 9: Techniques (focusing on 3D)
May 16: Major Artists
May 23: Major Studios
May 30: Future

Register in person, by phone, or online by Friday, April 27

Space is limited!

C

3D Animation Demystified

by Nancy Davis

Computer animation is the process of creating moving images by using computer graphics. An image, shown on the computer screen, is replaced repeatedly by a new similar image that is the next in the sequence.

Three-dimensional computer animation uses two techniques: *keyframed movements* and *motion capture*. In keyframing, the animator creates a simple picture of the character's body, like a skeleton. Then the animator creates important points in the action, called *frames*, and lets the computer create the frames in between.

Motion capture uses live action. A real person professionally trained in drama performs the scene. The motion, recorded by video camera and sent to a computer, is then applied to the animated character.

D

A Winning Ride: *The Adventures of Peter and His Flying Horse*

by Matthew Taylor

A big gold star to *The Adventures of Peter and His Flying Horse*! This newly released animated DVD tells a good tale with fun, fast-moving action, lovable characters, and universal themes.

Peter, a young boy in the countryside of the United States, sneaks into the family barn after dark, climbs up on his favorite horse, and, much to his surprise, flies up into the starry night to have adventures in faraway lands.

The music adds energy and drama to this fantasy, and the actors' voices are appropriately silly and serious, adding humor in just the right places.

The modern 3D animation is lush, clear, and crisp. With vivid, bold colors, the scenes are realistic and engaging, generating a few shrieks and giggles of surprise and delight from children and adults alike. The characters move smoothly and gracefully, floating through the air and gliding on earth.

Peter and his horse meet many new characters in their travels, learning the value of friendship as well as independence and self-reliance. Experiencing new foods, clothes, homes, and cultures, they move forward toward maturity and return home a little wiser.

This DVD is appropriate for the young and young at heart!

READING

Refer to page 28 when answering the questions below.

The following question refers to section A.

87. What is important about June 28?

A. An animation course will start.
B. Peter's family will buy a horse.
C. A product will be available for purchase.
D. A director will begin a film.

The following questions refer to section B.

88. What is the main purpose of section B?

A. to give information about Jeffrey Carter
B. to give information about a class
C. to explain the history of animation
D. to describe an animation studio tour

89. In the third sentence of paragraph 1, what does **screening** mean?

A. showing a film
B. lecturing about cinema
C. discussing a movie
D. meeting an expert

90. What can participants expect to learn?

A. information about the best schools for animators
B. how to direct an animated film
C. how to become an artist
D. general information about the field of animation

The following questions refer to section C.

91. What is section C mainly about?

A. motion capture
B. video cameras
C. training actors for animated films
D. 3D animation methods

92. Why does the author mention a skeleton?

A. to illustrate a technique used in 3D animation
B. to give information about a popular animated film
C. to tell the reader about animated mysteries
D. to describe a famous animated character

93. Which technique uses actors?

A. keyframed movements
B. skeleton drawing
C. motion capture
D. computer screening

The following questions refer to section D.

94. What is the author's opinion of *The Adventures of Peter and His Flying Horse*?

A. He doesn't like it.
B. He thinks it's not appropriate.
C. He thinks it's good.
D. He thinks it's just okay.

95. According to the author, who might like *The Adventures of Peter and His Flying Horse*?

A. only young children
B. adults and teenagers
C. people living on farms
D. people of all ages

96. Why does the author mention experiencing new cultures?

A. to describe new foods
B. as an example of the value of friendship
C. to describe faraway lands
D. as an example of how characters learned lessons

The following questions refer to two or more sections.

97. What is likely true of participants of Animation Appreciation 101?

A. They will discuss the methods mentioned in section C.
B. They will analyze the film mentioned in section A.
C. They will meet the author of section D.
D. They will create films similar to that in section A.

98. What do sections A and D have in common?

A. Both are written for young children.
B. Both recommend a film.
C. Both are written for animation students.
D. Both appear in a college catalogue.

A

Sleep Under the Stars

Enjoy the great outdoors overnight at the Valley Falls Park Campground, in the heart of beautiful Valley Falls National Park. Options range from basic campsites to cabins providing the comforts of home. Located in the center of the park, it's the perfect place to experience all that Valley Falls offers: hiking, taking a boat ride, seeing wildlife, and the waterfall itself.

Open April–October.

Cabin availability is limited. *Please visit our website for openings and reservations*.

www.valleyfallsparkcamping.org

B

A Good Motto: Be Prepared!

Roughing it outdoors is even rougher if you don't prepare correctly. When your camping trip involves extended hiking or backpacking, make sure to bring:

The right food. It must help sustain your energy and have a nice enough flavor that you look forward to eating it. Test a few camping foods before you go to see what you like best; bring enough food and water to last through your trip.

The right sleeping gear. Bring the right sleeping bag based on the weather and a tent that's easy to set up—because you'll be tired when you get to your campground!

The right tools. Safety should be top priority. Bring maps, a compass, a communication device, and a first-aid kit.

C

Thirst for Adventure

Access to safe, fresh drinking water is without a doubt a key consideration for outdoor travelers. If your next journey involves climbing a mountain, hiking through a forest, or canoeing through the rivers of a national park, don't forget to plan how to stay hydrated.

If you'll be near freshwater sources, like rivers and lakes, bring a water filter so you don't have to carry any heavy containers. Also bring iodine tablets in case your filter breaks. Placed in water and dissolved, these tablets will ensure the water is safe to drink. And finally, make sure you carry enough water with you for any portions of the trip where you won't have access. Staying hydrated is key to your safety!

D

A Fine Pine Surprise

Making water safe to drink can require costly technology or chemicals. What if there was a way to provide safe drinking water using only a tree branch? Scientists have recently tested the wood of pine trees for this purpose. Specifically, they used the inside of tree branches, known as the xylem, which is tissue that distributes water throughout the tree.

Because xylem is good at removing air bubbles from water as it transports that water from roots to leaves, scientists thought it might also be good at removing other impurities in water, like harmful bacteria. They tested this theory by fashioning a filter out of pinewood. Taking a branch and removing the bark to leave only the xylem, they then attached a tube to the bottom of the branch, and sent water down through the top. The result? Water filtered through the branch was almost entirely free from bacteria.

Of course, there remains work to be done if we are to benefit from this discovery. Even a tiny amount of bacteria left in the water could be harmful. And the filter might not work as well on water that is particularly dirty. Still, this could benefit not only campers stranded in the woods, but have an enormous global impact by providing abundant safe water to regions in need.

Refer to page 30 when answering the questions below.

The following questions refer to section A.

99. What is the main purpose of this passage?
    A. to describe the features of park cabins
    B. to discuss the benefits of national parks
    C. to encourage people to use a campground
    D. to provide information about hiking trails

100. What are people instructed to use a website for?
    A. to see what hours something is open
    B. to see where something is located
    C. to see if something is available
    D. to see what something will cost

The following questions refer to section B.

101. What is this section mainly about?
    A. problems that can occur outdoors
    B. how to successfully travel outdoors
    C. ways to improve outdoor campsites
    D. how to do more outdoor activities

102. Why does the author mention being tired?
    A. as something that can affect safety
    B. as a result of a poor sleeping bag
    C. as something food can help improve
    D. as a reason to buy a certain tent

103. What does the author say is most important when planning an outdoor trip?
    A. bringing food
    B. setting priorities
    C. staying safe
    D. communicating well

The following questions refer to section C.

104. Why does the author mention canoeing?
    A. as a type of activity that requires clean water
    B. as a type of exercise that is fairly easy
    C. as an example of an outdoor journey
    D. as an example of why parks are important

105. What does the author say about iodine tablets?
    A. They can be used instead of a filter.
    B. They can be found in many stores.
    C. They should be better studied.
    D. They should be carried in large quantities.

The following questions refer to section D.

106. What is the main purpose of this passage?
    A. to give examples of important global problems
    B. to show how trees developed a unique characteristic
    C. to illustrate how a product works
    D. to explain a promising scientific discovery

107. In the second sentence of paragraph 2, what does **They** refer to?
    A. bacteria
    B. impurities
    C. filters
    D. scientists

108. Why does the author refer to campers?
    A. They need safe drinking water.
    B. They often get sick while camping.
    C. They usually appreciate trees.
    D. They participated in the research.

The following questions refer to two or more sections.

109. What is a key focus of sections B and C?
    A. new discoveries
    B. proper planning
    C. changes in nature
    D. making travel easier

110. What must iodine do to make water safe to drink?
    A. remove air from it
    B. kill harmful bacteria
    C. improve its flavor
    D. leave only xylem

End of the test

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