Section 2: Reading & Listening
Do NOT write in this booklet.
General Instructions

This section consists of two parts. The first part is a 55-minute reading test. The second part, the listening test, will take approximately an hour.

You will be using a computer score sheet for the reading and the listening tests.

Now, fill in the personal information only. Fill in the boxes in pencil with your family name first and as much of your first name as the spaces will allow by filling in the circles under each letter. If you have a middle name, write its initial after your first name. If there is not enough space, you do not need to write it.
ISU English Placement Test

General Instructions

When entering your ISU ID number, use the middle nine numbers of your ISU ID.

For Special codes, fill in your college as indicated in the table below:

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>01</td>
</tr>
<tr>
<td>Engineering</td>
<td>02</td>
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<tr>
<td>Human Sciences</td>
<td>03</td>
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<tr>
<td>Liberal Arts and Sciences</td>
<td>04</td>
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<tr>
<td>Veterinary Medicine</td>
<td>05</td>
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<tr>
<td>Design</td>
<td>07</td>
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<tr>
<td>Business</td>
<td>08</td>
</tr>
</tbody>
</table>

For Grade, mark 0 if you are undergraduate, 1 if graduate, and 2 if special.

Do NOT fold or bend the computer answer sheet. Also, do NOT write in the booklet.
General Instructions

Do NOT turn the page over until you are told to do so.

STOP
Do NOT write in this booklet.
ISU English Placement Test

READING

Instructions

Read each of the passages in the test and then answer the questions which follow. Answer by choosing the best response and darkening the circle on your answer sheet that corresponds to it.

Example:

You read the following:

The complex phenomenon of growth has been described simply as an increase in mass of a body of matter which is usually also correlated with an increase in volume. Growth, which results primarily from the production of new protoplasm, includes variations in form—some the result of inheritance, some the result of environmental response.

Then, you answer the questions:

Growth is described as

(A) an increase in the varieties and inheritance of matter.
(B) an increase in the mass and volume of a body of matter.
(C) an increase in the inheritance and environmental responses of a body.
(D) an increase in the environmental response and mass of

You choose response b and then darken response b on the answer sheet:

A B C D
○ ● ○ ○
**ISU English Placement Test**

**READING**

**Instructions**

**Growth results primarily from**

a. new inheritances.
b. the production of varieties.
c. the variations in protoplasm.
d. the production of new protoplasm.

You choose response d and then darken response d on the answer sheet:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
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</table>

There are 40 questions in this part. You have 55 minutes to answer them. You will record your answers on items 1-40 on the answer sheet.

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*Do NOT turn the page over until you are told to do so.*
From the perspective of your professional career, communication is one of the most valuable subjects you will study in college.

Why? Imagine what your days at work will be like. If you are majoring in an engineering, technical, or other specialized field, you will spend much of your time using the special knowledge and skills you learned in college to answer questions asked by coworkers and complete projects assigned by managers. Furthermore, you will generate many good ideas on your own. Looking around, you’ll discover ways to make things work better or do them less expensively, to overcome problems that have stumped others, or to make improvements others haven’t begun to dream about. (a)

Yet all your knowledge and ideas will be useless unless you communicate them to someone else. (b) Consider the examples of Sarah Berlou and Larry Thayer. A recent college graduate who majored in metallurgy, Sarah has spent three weeks analyzing pistons that broke when her employer tested an experimental automobile engine. Her analysis has been skillful. Her conclusions are valid. However, the insights she gained about why the pistons failed will be useless to her employer unless she communicates them clearly and usefully to the engineers who must redesign the pistons. Similarly, Larry, a nutritionist newly hired by a hospital, has several ideas for improving the efficiency of the hospital’s kitchen. (d) However, his ideas will reduce costs and improve service to patients only if he presents his recommendations persuasively to people who have the power to implement them.

Like Sarah and Larry, you will be able to make your work valuable to others only if you communicate it effectively. Numerous studies indicate that the typical college graduate spends about 20 percent of his or her on-the-job training writing (Beer & McMurray, 1997). That’s one day out of every five-day work week! And it doesn’t include the time spent talking—whether on the phone or in person, whether in groups and
meetings or one-on-one. Writing is so important to employers that they spend an estimated $3.1 billion annually on writing instruction for their employees (National Commission on Writing, 2004).

Moreover, your ability to write well can significantly increase the success you enjoy in your career. Researcher Stephen Reder discovered that college graduates judged to be in the top 20 percent of writing ability earn, on average, more than three times as much as workers rated in the bottom 20 percent of writing ability (Fisher, 1998). In a survey of leading employers, the National Commission on Writing (2004) found that writing skills is a major consideration for promotion. As one employer stated, “You can’t move up without writing skills.” Of course, good writing is equally important as you search for the job that will begin your career.

This book’s goal is to help you develop the communication expertise you must have in order to realize the full potential of your expertise in your specialized field.

Developing your communication expertise will be even more important if you have chosen a career as a technical, scientific, medical, or professional communicator. Work in these fields is ideal for persons who love to learn and communicate about technical and scientific advances. Employed by private corporations, non-profit organizations, and government agencies, these communication specialists typically create print and online multimedia communications on topics that match their personal interests, such as computers, health, and environmental science.

In addition to being essential to your career, communication expertise will enable you to make valuable contributions to your campus or community. Volunteer organizations, service clubs, and committees of local government will welcome your assistance in writing clear and compelling reports, proposals, and other documents. When confronting complex decisions about environmental standards, economic policy, and other issues, the citizens of your community will be grateful for your ability to explain technical, scientific, and other specialized subjects in ways they can understand.
1. The word “them” in paragraph 3 refers to:
(A) pistons.
(B) conclusions.
(C) Larry and Sarah.
(D) engineers.

2. Which of the following best expresses the essential information in the highlighted sentence?

Volunteer organizations, service clubs, and committees of local government will welcome your assistance in writing clear and compelling reports, proposals, and other documents.

(A) Places you work will appreciate your good writing skills.
(B) You will have to write a lot if you work for a volunteer organization.
(C) Government documents should be clear and compelling.
(D) Community organizations often write proposals and reports.

3. Employers spend so much money on writing instruction for their employees because:

(A) employees spend so much of their time writing while talking.
(B) employees spend 20 percent of on-the-job training writing in graduate school.
(C) employees’ good writing skills make good profit for them.
(D) employees can find a new job easily with good writing ability.
4. Which of the following is NOT discussed as a reason to have good writing skills?

- (A) To earn more money
- (B) To earn job promotions
- (C) To make your work valuable to others
- (D) To acquire special knowledge

5. Which of the following can be inferred from paragraph 5 about why the best writers earn higher salaries?

- (A) They earn more because they graduated from college.
- (B) They earn more because writing is a valuable skill.
- (C) They earn more because their ideas are better.
- (D) They earn more because they are in more specialized fields.

6. Why does the author include the examples of Sarah and Larry?

- (A) To show how good ideas can be lost without good communication
- (B) To argue that communication is equally necessary in all fields
- (C) To contrast two different communication scenarios
- (D) To describe a real-life situation in which communication was used
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LISTENING
Instructions

This listening test will indicate how well you understand spoken English in typical situations that you may encounter at the university. The listening test consists of five lectures: three audio lectures and two video lectures. For each lecture, you will take notes on a separate note-taking sheet that you will be given and then answer questions using your notes.

You will record your answers on the computer forms, starting with item 51.

This test will last approximately one hour.

Now, put your computer form aside and look at the next page to take notes for the first lecture.
B. Lecture 2 (Questions 65-71).

65. Which of the following is closest to the topic of this lecture?

(A) Processes and messages of insect communication
(B) Insects’ various communication methods
(C) Evidence of insect communication
(D) Differences between human and insect communication

66. According to the lecture, insects do not need to be taught how to communicate because:

(A) they can learn for themselves by imitating the ways others do.
(B) they have only a few messages to communicate.
(C) they do not need to communicate with one another.
(D) they are born with communication abilities.

67. Which of the following is NOT part of the processes of insect communication?

(A) Releasing messages
(B) Receiving messages
(C) Reproducing messages
(D) Reacting messages

68. Which of the following is the most interesting to those studying insect behavior?

(A) How insects send out a message across distance
(B) How insects receive or detect a message from other insects
(C) How insects reproduce the message that they receive
(D) How insects react to the messages that they receive
69. According to the lecture insects have been on earth for about:

(A) 3 million years.
(B) 35 million years.
(C) 350 million years.
(D) 135 million years.

70. Which of the following is NOT mentioned in the lecture about the insects’ sub-messages for sex?

(A) Location
(B) Kinds of species
(C) Gender type
(D) Availability

71. According to the lecture it is TRUE that:

(A) honey bees communicate to save their own food.
(B) cockroaches often hide in the same location due to habit.
(C) social insects exchange a lot of information about food.
(D) ants, honey bees, and cockroaches all communicate only for food.
This is the end of the test.

Thank you!