

18. Look at the word **themselves** in the passage. Click on the word or phrase in the **bold** text that **themselves** refers to.

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scientists as to what each of these methods is and how each differs from the others. For instance, the basic function of any signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes that can be applied in a telegraph circuit. **Coded to refer to speech, the potential for communication through these dots and dashes—short and long intervals as the circuit is broken—is very great. Less adaptable to the codification of words, signs also contain agreed upon meaning; that is, they convey information in and of themselves. Two examples are the hexagonal red sign that conveys the meaning of stop, and the red and white swirled pole outside a shop that communicates the meaning of barber.**

Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. In other cultures, if done in unison, applauding can be a symbol of the audience's discontent with the performance. Gestures such as waving and

19. The word **intricate** in paragraph 2 could best be replaced by which of the following?
- (A) inefficient
 (B) complicated
 (C) historical
 (D) uncertain

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Although signals, signs, symbols, and gestures are very useful, they also have a major disadvantage in communication. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. Without an exchange of ideas, interaction comes to a halt. As a result, means of communication intended to be used across long distances and extended periods

20. Applauding was cited as an example of

- (A) a signal
 (B) a sign
 (C) a symbol
 (D) a gesture

21. The following sentence can be added to the passage.

A loud smacking of the lips after a meal can be either a kinesthetic and auditory symbol of approval and appreciation, or simply a rude noise.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

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also contain agreed upon meaning; that is, they convey information in and of themselves. ■ Two examples are the hexagonal red sign that conveys the meaning of *stop*, and the red and white swirled pole outside a shop that communicates the meaning of *barber*.

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22. Why were the telephone, radio, and TV invented?

- (A) People were unable to understand signs, symbols, and signals.
 (B) People wanted to communicate across long distances.
 (C) People believed that signs, signals, and symbols were obsolete.
 (D) People wanted new forms of entertainment.

23. Look at the word **communication** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **communication**.

End

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Although signals, signs, symbols, and gestures are very useful, they also have a major disadvantage in communication. They usually do not allow ideas to be shared without the sender being directly adjacent to the receiver. Without an exchange of ideas, interaction comes to a halt. As a result, means of communication intended to be used across long distances and extended periods must be based upon speech. To radio, television, and the telephone, one must add fax, paging systems, electronic mail, and the Internet, and no one doubts but that there are more means of communication on the horizon.

Fertilizer is any substance that can be added to the soil to provide chemical elements essential for plant nutrition so that the yield can be increased. Natural substances such as animal droppings, ashes from wood fires, and straw have been used as fertilizers in fields for thousands of years, and lime has been used since the Romans introduced it during the Empire. It was not until the nineteenth century, however, that chemical fertilizers became widely accepted as normal agricultural practice. Today, both natural and synthetic fertilizers are available in a variety of forms.

A complete fertilizer is usually marked with a formula consisting of three numbers, such as 4-8-2 or 6-6-4, which designate the percentage of content of nitrogen, phosphoric acid, and potash in the order stated. Synthetic fertilizers, produced by factories, are available in either solid or liquid form. Solids, in the shape of chemical granules, are in demand because they are not only easy to store but also easy to apply. Recently, liquids have shown an increase in popularity, accounting for about 20 percent of the nitrogen fertilizer used throughout the world. Formerly, powders were also used, but they were found to be less convenient than either solids or liquids.

Fertilizers have no harmful effects on the soil, the crop, or the consumer as long as they are used according to recommendations based on the results of local research. Occasionally, however, farmers may use more fertilizer than necessary, in which case the plants do not need, and therefore do not absorb, the total amount of fertilizer applied to the soil. The surplus of fertilizer thus can damage not only the crop but also the animals or human beings that eat the crop. Furthermore, fertilizer that is not used in the production of a healthy plant is leached into the water table. Accumulations of chemical fertilizer in the water supply accelerate the growth of algae and, consequently, may disturb the natural cycle of life, contributing to the death of fish. Too much fertilizer on grass can cause digestive disorders in cattle and in infants who drink cow's milk. Fertilizer must be used with great attention to responsible use or it can harm the environment.

24. With which of the following topics is the passage primarily concerned?
- (A) Local research and harmful effects of fertilizer
 - (B) Advantages and disadvantages of liquid fertilizer
 - (C) A formula for the production of fertilizer
 - (D) Content, form, and effects of fertilizer
25. The word **essential** in paragraph 1 could best be replaced by which of the following?
- (A) limited
 - (B) preferred
 - (C) anticipated
 - (D) required

Beginning

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26. Which of the following has the smallest percentage content in the formula 4-8-2?
- (A) Nitrogen
 - (B) Phosphorus
 - (C) Acid
 - (D) Potash

27. What is the percentage of nitrogen in a 5-8-7 formula fertilizer?
- (A) 3 percent
 - (B) 5 percent
 - (C) 7 percent
 - (D) 8 percent
28. The word **designate** in paragraph 2 could be replaced by
- (A) modify
 - (B) specify
 - (C) limit
 - (D) increase

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29. Which of the following statements about fertilizer is true?
- (A) Powders are more popular than ever.
 - (B) Solids are difficult to store.
 - (C) Liquids are increasing in popularity.
 - (D) Chemical granules are difficult to apply.

30. The word **they** in paragraph 2 refers to

- (A) powders
- (B) solids
- (C) liquids
- (D) fertilizer

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31. The word **convenient** in paragraph 2 is closest in meaning to

- (A) effective
- (B) plentiful
- (C) easy to use
- (D) cheap to produce

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32. Click on the sentence in paragraph 3 that describes the effect of an accumulation of fertilizer in the water supply.

Paragraph 3 is marked with an arrow (→).

→ Fertilizers have no harmful effects on the soil, the crop, or the consumer as long as they are used according to recommendations based on the results of local research. Occasionally, however, farmers may use more fertilizer than necessary, in which case the plants do not need, and therefore do not absorb, the total amount of fertilizer applied to the soil. The surplus of fertilizer thus can damage not only the crop but also the animals or human beings that eat the crop. Furthermore, fertilizer that is not used in the production of a healthy plant is leached into the water table. Accumulations of chemical fertilizer in the water supply accelerate the growth of algae and, consequently, may disturb the natural cycle of life, contributing to the death of fish. Too much fertilizer on grass can cause digestive disorders in cattle and in infants who drink cow's milk. Fertilizer must be used with great attention to responsible use or it can harm the environment.

33. Look at the word **harm** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **harm**.

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34. The following sentence can be added to the passage.

One objection to powders was their propensity to become solid chunks if the bags got damp.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

content of nitrogen, phosphoric acid, and potash in the order stated. Synthetic fertilizers, produced by factories, are available in either solid or liquid form. Solids, in the shape of chemical granules, are in demand because they are not only easy to store but also easy to apply. ■ Recently, liquids have shown an increase in popularity, accounting for about 20 percent of the nitrogen fertilizer used throughout the world. ■ Formerly, powders were also used, but they were found to be less convenient than either solids or liquids. ■

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The development of the horse has been recorded from the beginning through all of its evolutionary stages to the modern form. It is, in fact, one of the most complete and well-documented chapters of paleontological history. Fossil finds provide us not only with detailed information about the horse itself but also with valuable insights into the migration of herds, and even evidence for speculation about the climatic conditions that could have instigated such migratory behavior.

Geologists believe that the first horses appeared on Earth about sixty million years ago as compared with two million years ago for the appearance of human beings. There is evidence of early horses on both the American and European continents, but it has been documented that, almost twelve million years ago at the beginning of the Pliocene Age, a horse about midway through its evolutionary development crossed a land bridge where the Bering Strait is now located, from Alaska into the grasslands of Asia, and traveled all the way to Europe. This early horse was a hipparion, about the size of a modern-day pony with three toes and specialized cheek teeth for grazing. In Europe, the hipparion encountered another less advanced horse called the anchitheres, which had previously invaded Europe by the same route, probably during the Miocene Period. Less developed and smaller than the hipparion, the anchitheres was eventually completely replaced by it.

By the end of the Pleistocene Age, both the anchitheres and the hipparion had become extinct in North America where they had originated, as fossil evidence clearly indicates. In Europe, they evolved into the larger and stronger animal that is very similar to the horse as we know it today. For many years, the horse was probably hunted for food by early tribes of human beings. Then the qualities of the horse that would have made it a good servant were noted—mainly its strength and speed. It was time for the horse to be tamed, used as a draft animal at the dawning of agriculture, and then ridden as the need for transportation increased. It was the descendant of this domesticated horse that was brought back to the Americas by European colonists.

35. What is this passage mainly about?

- (A) The evolution of the horse
- (B) The migration of horses
- (C) The modern-day pony
- (D) The replacement of the anchitheres by the hipparion

36. According to the author, fossils are considered valuable for all of the following reasons EXCEPT

- (A) they suggest how the climate may have been
- (B) they provide information about migration
- (C) they document the evolution of the horse
- (D) they maintain a record of life prior to the Miocene Age

37. The word **instigated** in paragraph 1 could best be replaced by

- (A) explained
- (B) caused
- (C) improved
- (D) influenced

Beginning

The development of the horse has been recorded from the beginning through all of its evolutionary stages to the modern form. It is, in fact, one of the most complete and well-documented chapters of paleontological history. Fossil finds provide us not only with detailed information about the horse itself but also with valuable insights into the migration of herds, and even evidence for speculation about the climatic conditions that could have **instigated** such migratory behavior.

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38. What does the author mean by the statement **Geologists believe that the first horses appeared on Earth about sixty million years ago as compared with two million years ago for the appearance of human beings?**

- (A) Horses appeared long before human beings according to the theories of geologists.
- (B) Both horses and human beings appeared several million years ago, if we believe geologists.
- (C) The geological records for the appearance of horses and human beings are not very accurate.
- (D) Horses and human beings cannot be compared by geologists because they appeared too long ago.

Beginning

The development of the horse has been recorded from the beginning through all of its evolutionary stages to the modern form. It is, in fact, one of the most complete and well-documented chapters of paleontological history. Fossil finds provide us not only with detailed information about the horse itself but also with valuable insights into the migration of herds, and even evidence for speculation about the climatic conditions that could have instigated such migratory behavior.

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39. Which of the following conclusions may be made on the basis of information in the passage?

- (A) The hipparions migrated to Europe to feed in developing grasslands.
- (B) There are no fossil remains of either the anchitheres or the hipparion.
- (C) There were horses in North America when the first European colonists arrived.
- (D) Very little is known about the evolution of the horse.

40. According to this passage, the hipparions were

- (A) five-toed animals
- (B) not as highly developed as the anchitheres
- (C) larger than the anchitheres
- (D) about the size of a small dog

41. The word **it** in paragraph 2 refers to

- (A) anchitheres
- (B) hipparion
- (C) Miocene Period
- (D) route

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appearance of human beings. There is evidence of early horses on both the American and European continents, but it has been documented that, almost twelve million years ago at the beginning of the Pliocene Age, a horse about midway through its evolutionary development crossed a land bridge where the Bering Strait is now located, from Alaska into the grasslands of Asia, and traveled all the way to Europe. This early horse was a hipparion, about the size of a modern-day pony with three toes and specialized cheek teeth for grazing. In Europe, the hipparion encountered another less advanced horse called the anchitheres, which had previously invaded Europe by the same route, probably during the Miocene Period. Less developed and smaller than the hipparion, the anchitheres was eventually completely replaced by **it**.

By the end of the Pleistocene Age both the anchitheres and the hipparion had become extinct in North America, where they had originated, as fossil evidence clearly indicates. In Europe, they evolved into the larger and stronger animal that is very similar to the horse as we know it today. For

42. The word **extinct** in paragraph 3 is closest in meaning to

- (A) familiar
- (B) widespread
- (C) nonexistent
- (D) tame

cheek teeth for grazing. In Europe, the hipparion encountered another less advanced horse called the anchitheres, which had previously invaded Europe by the same route, probably during the Miocene Period. Less developed and smaller than the hipparion, the anchitheres was eventually completely replaced by it.

By the end of the Pleistocene Age both the anchitheres and the hipparion had become **extinct** in North America, where they had originated, as fossil evidence clearly indicates. In Europe, they evolved into the larger and stronger animal that is very similar to the horse as we know it today. For many years, the horse was probably hunted for food by early tribes of human beings. Then the qualities of the horse that would have made it a good servant were noted—mainly its strength and speed. It was time for the horse to be tamed, used as a draft animal at the dawning of agriculture, and then ridden as the need for transportation increased. It was the descendant of this domesticated horse that was brought back to the Americas by European colonists.

43. Click on the paragraph that refers to the potential for conclusions from the evidence supplied by fossil remains.

Scroll the passage to see all of the paragraphs.

44. Look at the word **domesticated** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **domesticated**.

By the end of the Pleistocene Age both the anchitheres and the hipparion had become extinct in North America, where they had originated, as fossil evidence clearly indicates. In Europe, they evolved into the larger and stronger animal that is very similar to the horse as we know it today. **For many years, the horse was probably hunted for food by early tribes of human beings. Then the qualities of the horse that would have made it a good servant were noted—mainly its strength and speed. It was time for the horse to be tamed, used as a draft animal at the dawning of agriculture, and then ridden as the need for transportation increased. It was the descendant of this domesticated horse that was brought back to the Americas by European colonists.**

45. It can be concluded from this passage that the

- (A) Miocene Period was prior to the Pliocene
- (B) Pleistocene Period was prior to the Miocene
- (C) Pleistocene Period was prior to the Pliocene
- (D) Pliocene Period was prior to the Miocene

To check your answers for Model Test 2, refer to the Answer Key on page 489. For an explanation of the answers, refer to the Explanatory Answers for Model Test 2 on pages 521–541.

Writing Section: Model Test 2

When you take a Model Test, you should use one sheet of paper, both sides. Time each Model Test carefully. After you have read the topic, you should spend 30 minutes writing. For results that would be closest to the actual testing situation, it is recommended that an English teacher score your test, using the guidelines on page 244 of this book.

Read and think about the following statement:

Pets should be treated like family members.

Do you agree or disagree with the statement? Give reasons to support your opinion.

Notes

To check your essay, refer to the Checklist on page 489. For an Example Essay, refer to the Explanatory Answers for Model Test 2 on page 541.

Model Test 3

Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening Section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening Section, you will have an opportunity to adjust the volume of the sound. You may not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening Section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

1. What does the woman mean?
 - (A) She will not go home for spring vacation.
 - (B) She has not taken a vacation for a long time.
 - (C) She does not plan to graduate.
 - (D) She does not want to go home after graduation in May.
2. What are the speakers talking about?
 - (A) The class.
 - (B) The weekend.
 - (C) Homework.
 - (D) Books.
3. What does the man mean?
 - (A) He should have prepared more.
 - (B) He is very worried.
 - (C) He has been studying a lot.
 - (D) He needs a few more days.
4. What will the man probably do?
 - (A) Buy a textbook.
 - (B) Come back later.
 - (C) Go to the bookstore.
 - (D) Drop his English class.
5. What does the woman mean?
 - (A) She does not like the class.
 - (B) Her classmates are really great.
 - (C) The professor is not very nice.
 - (D) The class is interesting.

6. What will the woman probably do?
- (A) Make an appointment with Dr. Peterson's T.A.
 - (B) Cancel her appointment with the T.A.
 - (C) Postpone her appointment with Dr. Peterson's T.A.
 - (D) See the T.A. more often.
7. What does the man mean?
- (A) He would rather have American food.
 - (B) He has always liked American food.
 - (C) He is accustomed to eating American food.
 - (D) He ate American food more in the past.
8. What does the man mean?
- (A) He should go to bed.
 - (B) He did not know the time.
 - (C) He is trying to bring his work up to date.
 - (D) He is not sleepy yet.
9. What is the woman going to do?
- (A) Spend some time with the man.
 - (B) Make a list of the names.
 - (C) Pass out the names.
 - (D) Let someone else call the names.
10. What does the man mean?
- (A) The woman has missed the deadline.
 - (B) He will investigate the situation.
 - (C) The deadline has been canceled.
 - (D) An exception might be possible.
11. What does the man mean?
- (A) The book is confusing.
 - (B) He is doing well in the class.
 - (C) The teacher is not very clear.
 - (D) The lectures are from the book.
12. What does the woman mean?
- (A) She wants to submit her paper early.
 - (B) The answers on the paper are all correct.
 - (C) The deadline has passed for the paper.
 - (D) The paper is not quite finished.
13. What does the woman say about **the class**?
- (A) She does not like the class.
 - (B) It is not a required class.
 - (C) She has already taken the class.
 - (D) The man will have to take **the class**.
14. What did the T.A. suggest the **students do**?
- (A) Study together.
 - (B) Prepare for an oral final.
 - (C) Review the quizzes.
 - (D) Take the professor's advice.
15. What is the woman going to do?
- (A) Make an appointment.
 - (B) Give the man a pen.
 - (C) Sign the form for the man.
 - (D) Wait for the man.
16. What is the woman going to **do**?
- (A) Revise her work.
 - (B) Close the window.
 - (C) Copy from the man.
 - (D) Hand in the work.
17. What had the man assumed about **the loan payment**?
- (A) The computer made an error.
 - (B) The payment is due on the **fifth of every** month.
 - (C) The loan must be paid by **the first of the** month.
 - (D) The loan had already been **paid in full**.

QUESTION DIRECTIONS — Part B

In Part B of the Listening Section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. Why did Betty see Professor Hayes?
- Ⓐ To enroll in a class.
 - Ⓑ To ask his opinion about a university.
 - Ⓒ To find out who is chair of the selection committee.
 - Ⓓ To get a letter for graduate school.
19. What does Professor Hayes think about Betty?
- Ⓐ She might need to take his seminar.
 - Ⓑ She should do well in graduate school.
 - Ⓒ She had better go to another university.
 - Ⓓ She needs to apply before the end of April.
20. Who will decide whether Betty is accepted to the program?
- Ⓐ The chair of the selection committee.
 - Ⓑ The entire selection committee.
 - Ⓒ Professor Hayes.
 - Ⓓ Dr. Warren.
21. When does Betty need to submit all her materials?
- Ⓐ On May 1.
 - Ⓑ In three days.
 - Ⓒ Before the April 30th deadline.
 - Ⓓ Today.
22. Who is the speaker?
- Ⓐ A professor of religion.
 - Ⓑ A professor of history.
 - Ⓒ A guest lecturer in a drama class.
 - Ⓓ A guest lecturer in a writing class.
23. According to the speaker, how did England control trade in the eighteenth century?
- Ⓐ By threatening to go to war.
 - Ⓑ By competing with farmers.
 - Ⓒ By keeping manufacturing processes secret.
 - Ⓓ By stealing plans from the colonies.
24. What did Samuel Slater do?
- Ⓐ He kept designs for English machinery from being used in the colonies.
 - Ⓑ He prevented Moses Brown from opening a mill.
 - Ⓒ He committed designs for English machinery to memory.
 - Ⓓ He smuggled drawings for English machines into the United States.
25. What happened as a result of the Slater-Brown partnership?
- Ⓐ A change from agriculture to industry began to occur in the United States.
 - Ⓑ A rise in prices for English goods was evidenced.
 - Ⓒ Many small farmers began to send their products to England.
 - Ⓓ Americans had to keep their manufacturing processes secret.
26. What is the purpose of this conversation?
- Ⓐ The man wants to reserve textbooks for the following semester.
 - Ⓑ The man is complaining about not having his books this semester.
 - Ⓒ The woman needs to order enough books for the class.
 - Ⓓ The woman is helping the man register for his courses.

27. What was the man's problem last semester?
- (A) The bookstore was closed for three weeks.
 - (B) His books did not arrive before the semester began.
 - (C) He did not have any books this semester.
 - (D) He did not understand how to order his books.
28. How can the man order books?
- (A) The teacher will order books for the class.
 - (B) He could fill out a form and pay for the books now.
 - (C) He must wait until the semester begins.
 - (D) He has to register for the classes, and the books will be ordered for him.
29. How will the man know that the books have arrived?
- (A) He will receive a form in the mail.
 - (B) He will get a phone call.
 - (C) He will stop by the bookstore at the beginning of the semester.
 - (D) He will receive the books from his teacher in class.
30. What is the instructor defining?
- (A) The term "essay."
 - (B) Prose writing.
 - (C) Personal viewpoint.
 - (D) Brainstorming.
31. What is the main point of the talk?
- (A) The work of Alexander Pope.
 - (B) The difference between prose and poetry.
 - (C) The general characteristics of essays.
 - (D) The reason that the phrase "personal essay" is redundant.
32. According to the talk, which of the characteristics are NOT true of an essay?
- (A) It is usually short.
 - (B) It can be either prose or poetry.
 - (C) It expresses a personal point of view.
 - (D) It discusses one topic.
33. What will the students probably do as an assignment?
- (A) They will prepare for a quiz.
 - (B) They will write their first essay.
 - (C) They will read works by Pope.
 - (D) They will review their notes.
34. What is the main purpose of this talk?
- (A) To provide an overview of U.S. history from 1743 to 1826.
 - (B) To discuss Jefferson's contribution to the American Revolution.
 - (C) To analyze Jefferson's presidency.
 - (D) To summarize Jefferson's life.
35. Jefferson was a member of which political group?
- (A) Monarchist.
 - (B) Federalist.
 - (C) Republican.
 - (D) Democrat.
36. How did Jefferson become president?
- (A) He received the most votes.
 - (B) Congress approved him.
 - (C) Aaron Burr withdrew from the race.
 - (D) As vice president, he automatically became president.
37. According to the lecturer, what was it that Jefferson was NOT?
- (A) An effective public speaker.
 - (B) An architect.
 - (C) A literary draftsman.
 - (D) A diplomat.
38. What are the two most common places where fossils may be found?
- Click on 2 answers.**
- (A) Ice.
 - (B) Mud.
 - (C) Sand.
 - (D) Water.

39. The professor briefly explains a process. Summarize the process by putting the events in order.

Click on a sentence. Then click on the space where it belongs. Use each sentence only once.

- A A mold of the organism preserves the shape of the organism.
- B Water soaks into the organism.
- C Organisms are buried in mud or sand.
- D Minerals in the water dissolve the original organism.

1

2

3

4

40. What is lost in the process of replacement?
- A The fine shapes of fragile structures.
 - B The internal features of the plant or animal.
 - C The minerals in the deposit.
 - D The original fossil mold.
41. Why are the layers of sedimentary rock important to the fossil record?
- A The ages of the fossils may be determined by their location in the layers of rock.
 - B The shapes of the fossils may be preserved in the layers of rock.
 - C The rock protects the fossils from the mineral water that dissolves them.
 - D Plants and animals that are formed at the same time are buried in different layers of rock.
42. Why didn't the man apply for graduation?
- A He wasn't sure that he had completed the requirements.
 - B He did not have enough credit hours.
 - C He did not have a program of study.
 - D He did not understand that it was necessary.

43. How did the man select his courses?

- A By reading the catalog.
- B By consulting with the woman.
- C By referring to his signed program of study.
- D By making an appointment with his advisor.

44. What does the woman suggest?

- A The man should take the required courses for graduation.
- B The man should see an academic advisor to help him.
- C The man should read the requirements in the college catalog.
- D The man should bring her a copy of his transcript.

45. What is the man's problem?

- A He may not have enough credit hours to graduate.
- B He may not have taken the correct classes to graduate.
- C He may not be able to see an academic advisor before graduation.
- D He may not have time to take the rest of the required courses.

46. In which class would this discussion probably take place?

- A Sociology.
- B Education.
- C Linguistics.
- D Geography.

47. According to the discussion, what is the definition of a standard dialect?

- A The dialect that is selected by the government.
- B The dialect that is of a higher value than the others.
- C The dialect that is able to express everything necessary.
- D The dialect that is the model taught in schools.

48. What is the linguistic perspective put forward in the articles that were assigned?

- Ⓐ Some accents are not permitted in schools.
- Ⓑ There is only one standard accent in the United States.
- Ⓒ There is one major dialect in the United States.
- Ⓓ All dialects are of equal value.

49. Which two linguistic components are included in a dialect?

Click on 2 answers.

- Ⓐ Grammar.
- Ⓑ Pronunciation.
- Ⓒ Vocabulary.
- Ⓓ Spelling.

50. What do sociologists tell us about accents?

- Ⓐ Some accents are more prestigious because they are spoken by the upper classes.
- Ⓑ Because they are more comprehensible, some accents are inherently better than others.
- Ⓒ One of the purposes of schools is to teach the accents that are considered most important.
- Ⓓ In general, accents are not as important as dialects because there is no standard for them.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

- In simple animals, _____ reflex movement or involuntary response to stimuli.
 - behavior mostly
 - most is behavior
 - most behavior is
 - the most behavior
- Although the weather in Martha's Vineyard isn't _____ to have a year-round tourist season, it has become a favorite summer resort.
 - goodly enough
 - good enough
 - good as enough
 - enough good
- A swarm of locusts is responsible the consumption of enough plant material to feed a million and a half people.
 -
 -
 -
 -
- Oyster farming has been practice in most parts of the world for many years.
 -
 -
 -
 -
- It was Shirley Temple Black which represented her country in the United Nations and later became an ambassador.
 -
 -
 -
 -
- According to the wave theory, _____ population of the Americas may have been the result of a number of separate migrations.
 - the
 - their
 - that
 - whose
- It is presumed that rules governing the sharing of food influenced _____ that the earliest cultures evolved.
 - that the way
 - is the way
 - the way
 - which way
- The prices at chain stores are as reasonable, if not more reasonable, as those at discount stores.
 -
 -
 -
 -
- Historically there has been only two major factions in the Republican Party—the liberals and the conservatives.
 -
 -
 -
 -
- Whitman wrote *Leaves of Grass* as a tribute to the Civil War soldiers who had laid on the battlefields and whom he had seen while serving as an army nurse.
 -
 -
 -
 -

11. Calculus, _____ elegant and economical symbolic system, can reduce complex problems to simple terms.
- (A) it is an
(B) that an
(C) an
(D) is an
12. Canada does not require that U.S. citizens obtain passports to enter the country, and _____.
- (A) Mexico does neither
(B) Mexico doesn't either
(C) neither Mexico does
(D) either does Mexico
13. The Chinese were the first and large ethnic group to work on the construction of the transcontinental railroad system.
- (A) (B) (C) (D)
14. The range of plant life on a mountainside is a results of differences in temperature and precipitation at varying altitudes.
- (A) (B) (C) (D)
15. The poet _____ just beginning to be recognized as an important influence at the time of his death.
- (A) being Walt Whitman
(B) who was Walt Whitman
(C) Walt Whitman
(D) Walt Whitman was
16. _____ the formation of the sun, the planets, and other stars began with the condensation of an interstellar cloud.
- (A) It accepted that
(B) Accepted that
(C) It is accepted that
(D) That is accepted
17. The more the relative humidity reading rises, the worst the heat affects us.
- (A) (B) (C) (D)
18. Because correlations are not causes, statistical data which are extremely easy to misuse.
- (A) (B) (C) (D)
19. As a general rule, the standard of living _____ by the average output of each person in society.
- (A) is fixed
(B) fixed
(C) has fixed
(D) fixes
20. Despite of many attempts to introduce a universal language, notably Esperanto and Idiom Neutral, the effort has met with very little success.
- (A) (B) (C) (D)
21. The *Consumer Price Index* lists _____.
- (A) how much costs every car
(B) how much does every car cost
(C) how much every car costs
(D) how much are every car cost
22. As every other nation, the United States used to define its unit of currency, the dollar, _____ in terms of the gold standard.
- (A) (B) (C) (D)
23. The Ford Theater where Lincoln was shot _____.
- (A) must restore
(B) must be restoring
(C) must have been restored
(D) must restored

24. John Dewey thought that children will learn (A)
better through participating in experiences (B)
rather than through listening to lectures. (C) (D)

25. Some methods to prevent soil erosion are (A) (B) (C)
plowing parallel with the slopes of hills,
to plant trees on unproductive land, and (D)
rotating crops.

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.

When you have finished reading the passage, you will use the mouse to click on **Proceed**. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

Few men have influenced the development of American English to the extent that Noah Webster did. Born in West Hartford, Connecticut, in 1758, Webster graduated from Yale in 1778. He was admitted to the bar in 1781 and thereafter began to practice law in Hartford. Later, when he turned to teaching, he discovered how inadequate the available schoolbooks were for the children of a new and independent nation. In response to the need for truly American textbooks, Webster published *A Grammatical Institute of the English Language*, a three-volume work that consisted of a speller, a grammar, and a reader. The first volume, which was generally known as *The American Spelling Book*, was so popular that eventually it sold more than 80 million copies and provided him with a considerable income for the rest of his life. While teaching, Webster began work on the *Compendious Dictionary of the English Language*, which was published in 1806, and was also very successful.

In 1807, Noah Webster began his greatest work, *An American Dictionary of the English Language*. In preparing the manuscript, he devoted ten years to the study of English and its relationship to other languages, and seven more years to the writing itself. Published in two volumes in 1828, *An American Dictionary of the English Language* has become the recognized authority for usage in the United States. Webster's purpose in writing it was to demonstrate that the American language was developing distinct meanings, pronunciations, and spellings from those of British English. He is responsible for advancing simplified spelling forms: *develop* instead of *develope*; *plow* instead of *plough*; *jail* instead of *gaol*; *theater* and *center* instead of *theatre* and *centre*; *color* and *honor* instead of *colour* and *honour*.

Webster was the first author to gain copyright protection in the United States by being awarded a copyright for his *American Speller*. He continued, for the next fifty years, to lobby for improvements in the protection of intellectual properties, that is, authors' rights. In 1840 Webster brought out a second edition of his dictionary, which included 70,000 entries instead of the original 38,000. The name Webster has become synonymous with American dictionaries. This edition served as the basis for the many revisions that have been produced by others, ironically, under the uncopyrighted Webster name.

- Which of the following would be the best title for the passage?
 - Webster's Work
 - Webster's Dictionaries
 - Webster's School
 - Webster's Life
- The word **inadequate** in paragraph 1 could best be replaced by
 - unavailable
 - expensive
 - difficult
 - unsatisfactory

Beginning

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- Why did Webster write *A Grammatical Institute of the English Language*?
 - He wanted to supplement his income.
 - There were no books available after the Revolutionary War.
 - He felt that British books were not appropriate for American children.
 - The children did not know how to spell.

4. From which publication did Webster earn a lifetime income?
- (A) *Compendious Dictionary of the English Language*
 - (B) *An American Dictionary of the English Language*
 - (C) *An American Dictionary of the English Language: Second Edition*
 - (D) *The American Spelling Book*

5. Look at the word **popular** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **popular**.

Beginning

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6. The word **considerable** in paragraph 1 most nearly means
- (A) large
 - (B) prestigious
 - (C) steady
 - (D) unexpected

Beginning

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7. When was *An American Dictionary of the English Language* published?
- (A) 1817
 - (B) 1807
 - (C) 1828
 - (D) 1824

8. The word **it** in paragraph 2 refers to

- (A) language
- (B) usage
- (C) authority
- (D) dictionary

9. Click on the sentence in paragraph 2 that explains Webster's purpose for writing an American dictionary.

Paragraph 2 is marked with an arrow (→).

More Available

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More Available

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10. The word **distinct** in paragraph 2 is closest in meaning to
- (A) new
 - (B) simple
 - (C) different
 - (D) exact

More Available

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11. According to this passage, which one of the following spellings would Webster have approved in his dictionaries?
- (A) *Develope*
 - (B) *Theatre*
 - (C) *Color*
 - (D) *Honour*

The San Andreas Fault line is a fracture at the congruence of two major plates of the Earth's crust, one of which supports most of the North American continent, and the other of which underlies the coast of California and part of the ocean floor of the Pacific Ocean. The fault originates about six hundred miles south of the Gulf of California, runs north in an irregular line along the western coast to San Francisco, and continues north for about two hundred more miles before angling off into the ocean. In places, the trace of the fault is marked by a trench, or, in geological terms, a rift, and small ponds called sag ponds dot the landscape. Its western side always moves north in relation to its eastern side. The total net slip along the San Andreas Fault and the length of time it has been active are matters of conjecture, but it has been estimated that, during the past fifteen million years, coastal California along the San Andreas Fault has moved about 190 miles in a northwesterly direction with respect to the North American plate. Although the movement along the fault averages only a few inches a year, it is intermittent and variable. Some segments of the fault do not move at all for long periods of time, building up tremendous pressure that must be released. For this reason, tremors are not unusual along the San Andreas Fault, some of which are classified as major earthquakes. Also for this reason, small tremors are interpreted as safe, since they are understood to be pressure that releases without causing much damage.

It is worth noting that the San Andreas Fault passes uncomfortably close to several major metropolitan areas, including Los Angeles and San Francisco. In addition, the San Andreas Fault has created smaller fault systems, many of which underlie the smaller towns and cities along the California coast. For this reason, Californians have long anticipated the recurrence of what they refer to as the "Big One," a chain reaction of destructive earthquakes that would measure near 8 on the Richter scale, similar in intensity to those that occurred in 1857 and 1906. Such a **quake** would wreak devastating effects on the life **and** property in the region. Unfortunately, as **pressure** continues to build along the fault, the likelihood of such an earthquake increases substantially.

12. What is the author's main purpose in the passage?
- (A) To describe the San Andreas Fault
 - (B) To give a definition of a fault
 - (C) To explain the reason for tremors and earthquakes
 - (D) To classify different kinds of faults
13. How does the author define the San Andreas Fault?
- (A) A plate that underlies the North American continent
 - (B) A crack in the Earth's crust between two plates
 - (C) Occasional tremors and earthquakes
 - (D) Intense pressure that builds up
14. The word **originates** in paragraph 1 could best be replaced by
- (A) gets wider
 - (B) changes direction
 - (C) begins
 - (D) disappears

Beginning

The San Andreas Fault line is a fracture at the congruence of two major plates of the Earth's crust, one of which supports most of the North American continent, and the other of which underlies the coast of California and part of the ocean floor of the Pacific Ocean. The fault **originates** about six hundred miles south of the Gulf of California, runs north in an irregular line along the western coast to San Francisco, and continues north for about two hundred more miles before angling off into the ocean. In places, the trace of the fault is marked by a trench, or, in geological terms, a rift, and small ponds called sag ponds dot the landscape. Its western side always moves north in relation to its eastern side. The total net slip along the San Andreas Fault and the length of time it has been active are matters of conjecture, but it has been estimated that, during the past fifteen million years, coastal California along the San Andreas Fault has moved about 190 miles in a northwesterly direction with respect to the North American plate. Although the movement along the fault averages only a few inches a year, it is intermittent and variable. Some

15. In which direction does the western side of the fault move?
- (A) West
 - (B) East
 - (C) North
 - (D) South
16. The word **it** in paragraph 1 refers to
- (A) total
 - (B) net
 - (C) side
 - (D) fault

Beginning

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17. The word **intermittent** in paragraph 1 could best be replaced by which of the following?

- (A) dangerous
- (B) predictable
- (C) uncommon
- (D) occasional

Beginning

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18. Along the San Andreas Fault, tremors are

- (A) small and insignificant
- (B) rare, but disastrous
- (C) frequent events
- (D) very unpredictable

19. The phrase "the Big One" refers to which of the following?

- (A) A serious earthquake
- (B) The San Andreas Fault
- (C) The Richter scale
- (D) California

20. Look at the word **destructive** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **destructive**.

End

It is worth noting that the San Andreas Fault passes uncomfortably close to several major metropolitan areas, including Los Angeles and San Francisco. In addition, the San Andreas Fault has created smaller fault systems, many of which underlie the smaller towns and cities along the California coast. **For this reason, Californians have long anticipated the recurrence of what they refer to as the "Big One," a chain reaction of destructive earthquakes that would measure near 8 on the Richter scale, similar in intensity to those that occurred in 1857 and 1906. Such a quake would wreak devastating effects on the life and property in the region. Unfortunately, as pressure continues to build along the fault, the likelihood of such an earthquake increases substantially.**

21. Look at the word **those** in the passage. Click on the word or phrase in the **bold** text that **those** refers to.

End

It is worth noting that the San Andreas Fault passes uncomfortably close to several major metropolitan areas, including Los Angeles and San Francisco. In addition, the San Andreas Fault has created smaller fault systems, many of which underlie the smaller towns and cities along the California coast. **For this reason, Californians have long anticipated the recurrence of what they refer to as the "Big One," a chain reaction of destructive earthquakes that would measure near 8 on the Richter scale, similar in intensity to those that occurred in 1857 and 1906.** Such a quake would wreak devastating effects on the life and property in the region. Unfortunately, as pressure continues to build along the fault, the likelihood of such an earthquake increases substantially.

22. Which of the following words best describes the San Andreas Fault?

- (A) Straight
- (B) Deep
- (C) Wide
- (D) Rough

The body of an adult insect is subdivided into three sections, including a head, a three-segment thorax, and segmented abdomen. Ordinarily, the thorax bears three pairs of legs and a single or double pair of wings. The vision of most adult insects is specialized through two large compound eyes and multiple simple eyes.

Features of an insect's mouth parts are used in classifying insects into types. Biting mouth parts, called mandibles, such as the mouth parts found in grasshoppers and beetles, are common among insects. Behind the mandibles are located the maxillae, or lower jaw parts, which serve to direct food into the mouth between the jaws. A labrum above and one below are similar to another animal's upper and lower lips. In an insect with a sucking mouth function, the mandibles, maxillae, labrum, and labium are modified in such a way that they constitute a tube through which liquid such as water, blood, or flower nectar can be drawn. In a butterfly or moth, this coiled drinking tube is called the proboscis because of its resemblance, in miniature, to the trunk of an elephant or a very large nose. Composed chiefly of modified maxillae fitted together, the insect's proboscis can be flexed and extended to reach nectar deep in a flower. In mosquitoes or aphids, mandibles and maxillae are modified to sharp stylets with which the insect can drill through surfaces like human or vegetable skin membranes to reach juice. In a housefly, the expanding labium forms a spongelike mouth pad that it can use to stamp over the surface of food, sopping up food particles and juices.

Insects, the most numerous creatures on our planet, are also the most adaptable. They require little food because they are small. They easily find shelter and protection in small crevices in trees and surface geological formations. Species of insects can evolve quickly because of their rapid reproduction cycle; they live in every climate, some making their homes in the frozen Arctic regions and many others choosing the humid, warm, and nutrient-rich rain forest environment. An active part of the natural food cycle, insects provide nutrition for animals and devour waste products of other life forms.

23. What is the best title for this passage?

- (A) An Insect's Environment
- (B) The Structure of an Insect
- (C) Grasshoppers and Beetles
- (D) The Stages of Life of an Insect

24. Look at the word **subdivided** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **subdivided**.

Beginning

The body of an adult insect is **subdivided** into three sections, including a head, a **three-segment thorax**, and segmented abdomen. Ordinarily, the thorax bears three pairs of legs and a single or double pair of wings. The vision of most adult insects is specialized through two large compound eyes and multiple simple eyes.

Features of an insect's mouth parts are used in classifying insects into types. Biting mouth parts, called mandibles, such as the mouth parts found in grasshoppers and beetles, are common among insects. Behind the mandibles are located the maxillae, or lower jaw parts, which serve to direct food into the mouth between the jaws. A labrum above and one below are similar to another animal's upper and lower lips. In an insect with a sucking mouth function, the mandibles, maxillae, labrum, and labium are modified in such a way that they constitute a tube through which liquid such as water, blood, or flower nectar can be drawn. In a butterfly or moth, this coiled drinking tube is called the proboscis because of its resemblance, in miniature, to the trunk of an elephant or a very large nose. Composed chiefly

25. How are insects classified?

- (A) By the environment in which they live
- (B) By the food they eat
- (C) By the structure of the mouth
- (D) By the number and type of wings

26. The word **common** in paragraph 2 is closest in meaning to

- (A) normal
- (B) rare
- (C) important
- (D) necessary

Beginning

The body of an adult insect is subdivided into three sections, including a head, a three-segment thorax, and segmented abdomen. Ordinarily, the thorax bears three pairs of legs and a single or double pair of wings. The vision of most adult insects is specialized through two large compound eyes and multiple simple eyes.

Features of an insect's mouth parts are used in classifying insects into types. Biting mouth parts, called mandibles, such as the mouth parts found in grasshoppers and beetles, are **common** among insects. Behind the mandibles are located the maxillae, or lower jaw parts, which serve to direct food into the mouth between the jaws. A labrum above and one below are similar to another animal's upper and lower lips. In an insect with a sucking mouth function, the mandibles, maxillae, labrum, and labium are modified in such a way that they constitute a tube through which liquid such as water, blood, or flower nectar can be drawn. In a butterfly or moth, this coiled drinking tube is called the proboscis because of its resemblance, in miniature, to the trunk of an elephant or a very large nose. Composed chiefly

27. The author compares labrum and labium to

- (A) an upper and lower lip
- (B) mandibles
- (C) maxillae
- (D) jaws

28. What is the proboscis?

- (A) Nectar
- (B) A tube constructed of modified maxillae
- (C) A kind of butterfly
- (D) A kind of flower

29. Which of the following have mandibles and maxillae that have been modified to sharp stylets?

- (A) Grasshoppers
- (B) Butterflies
- (C) Mosquitoes
- (D) Houseflies

30. The phrase **drill through** in paragraph 2 could best be replaced by

- (A) penetrate
- (B) saturate
- (C) explore
- (D) distinguish

31. The word **it** in paragraph 2 refers to

- (A) pad
- (B) food
- (C) housefly
- (D) mouth

More Available

the maxillae, or lower jaw parts, which serve to direct food into the mouth between the jaws. A labrum above and one below are similar to another animal's upper and lower lips. In an insect with a sucking mouth function, the mandibles, maxillae, labrum, and labium are modified in such a way that they constitute a tube through which liquid such as water, blood, or flower nectar can be drawn. In a butterfly or moth, this coiled drinking tube is called the proboscis because of its resemblance, in miniature, to the trunk of an elephant or a very large nose. Composed chiefly of modified maxillae fitted together, the insect's proboscis can be flexed and extended to reach nectar deep in a flower. In mosquitoes or aphids, mandibles and maxillae are modified to sharp stylets with which the insect can **drill through** surfaces like human or vegetable skin membranes to reach juice. In a housefly, the expanding labium forms a spongelike mouth pad that it can use to stamp over the surface of food, sopping up food particles and juices.

Insects, the most numerous creatures on our planet, are also the most adaptable. They require

More Available

the maxillae, or lower jaw parts, which serve to direct food into the mouth between the jaws. A labrum above and one below are similar to another animal's upper and lower lips. In an insect with a sucking mouth function, the mandibles, maxillae, labrum, and labium are modified in such a way that they constitute a tube through which liquid such as water, blood, or flower nectar can be drawn. In a butterfly or moth, this coiled drinking tube is called the proboscis because of its resemblance, in miniature, to the trunk of an elephant or a very large nose. Composed chiefly of modified maxillae fitted together, the insect's proboscis can be flexed and extended to reach nectar deep in a flower. In mosquitoes or aphids, mandibles and maxillae are modified to sharp stylets with which the insect can drill through surfaces like human or vegetable skin membranes to reach juice. In a housefly, the expanding labium forms a spongelike mouth pad that **it** can use to stamp over the surface of food, sopping up food particles and juices.

Insects, the most numerous creatures on our planet, are also the most adaptable. They require

32. The following sentence can be added to the passage.

Although some insects, like the cockroach, have remained essentially unchanged for eons, most insects adapt readily to changing environmental conditions.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

End

proboscis can be flexed and extended to reach nectar deep in a flower. In mosquitoes or aphids, mandibles and maxillae are modified to sharp stylets with which the insect can drill through surfaces like human or vegetable skin membranes to reach juice. In a housefly, the expanding labium forms a sponglike mouth pad that it can use to stamp over the surface of food, sopping up food particles and juices.

■ Insects, the most numerous creatures on our planet, are also the most adaptable. They require little food because they are small. ■ They easily find shelter and protection in small crevices in trees and surface geological formations. ■ Species of insects can evolve quickly because of their rapid reproduction cycle; they live in every climate, some making their homes in the frozen Arctic regions and many others choosing the humid, warm, and nutrient-rich rain forest environment. An active part of the natural food cycle, insects provide nutrition for animals and devour waste products of other life forms. ■

33. What is the purpose of this passage?

- (A) To complain
- (B) To persuade
- (C) To entertain
- (D) To inform

The protozoans, minute aquatic creatures, each of which consists of a single cell of protoplasm, constitute a classification of the most primitive forms of animal life. The very name *protozoan* indicates the scientific understanding of the animals. *Proto-* means first or primitive, and *zoa* refers to animal. They are fantastically diverse, but three major groups may be identified on the basis of their motility. The Mastigophora have one or more long tails that they use to propel themselves forward. The Ciliata, which use the same basic means for locomotion as the Mastigophora, have a larger number of short tails. The Sarcodina, which include amoebae, float or row themselves about on their crusted bodies.

In addition to their form of movement, several other features discriminate among the three groups of protozoans. For example, at least two nuclei per cell have been identified in the Ciliata, usually a large nucleus that regulates growth but decomposes during reproduction, and a smaller one that contains the genetic code necessary to generate the large nucleus.

Chlorophyll, which is the green substance encountered in plants, is found in the bodies of some protozoans, enabling them to make some of their own food from water and carbon dioxide. Protozoans are not considered plants but animals, because unlike pigmented plants to which some protozoans are otherwise almost identical, they do not live on simple organic compounds. Their cell demonstrates all of the major characteristics of the cells of higher animals, such as eating, breathing, and reproducing.

Many species of protozoans collect into colonies, physically connected to one another and responding uniformly to outside stimulæ. Current research into this phenomenon along with investigations carried out with advanced microscopes may necessitate a redefinition of what constitutes protozoans, even calling into question the basic premise that they have only one cell. Nevertheless, with the current data available, almost 40,000 species of protozoans have been identified. No doubt, as technology improves methods of observation, better models of classification of these simple single cells will be proposed.

34. With what topic is the passage primarily concerned?

- (A) Colonies of protozoans
- (B) Mastigophora
- (C) Motility in protozoans
- (D) Characteristics of protozoans

35. The word **minute** in paragraph 1 could best be replaced by

- (A) very common
- (B) very fast
- (C) very old
- (D) very small

Beginning

The protozoans, **minute** aquatic creatures, each of which consists of a single cell of protoplasm, constitute a classification of the most primitive forms of animal life. The very name *protozoan* indicates the scientific understanding of the animals. *Proto-* means first or primitive, and *zoa* refers to animal. They are fantastically diverse, but three major groups may be identified on the basis of their motility. The Mastigophora have one or more long tails that they use to propel themselves forward. The Ciliata, which use the same basic means for locomotion as the Mastigophora, have a larger number of short tails. The Sarcodina, which include amoebae, float or row themselves about on their crusted bodies.

In addition to their form of movement, several other features discriminate among the three groups of protozoans. For example, at least two nuclei per cell have been identified in the Ciliata, usually a large nucleus that regulates growth but decomposes during reproduction, and a smaller one that contains the genetic code necessary to generate the large nucleus.

Chlorophyll, which is the green substance

37. Look at the word **motility** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **motility**.

Beginning

The protozoans, minute aquatic creatures, each of which consists of a single cell of protoplasm, constitute a classification of the most primitive forms of animal life. The very name *protozoan* indicates the scientific understanding of the animals. *Proto-* means first or primitive, and *zoa* refers to animal. **They are fantastically diverse, but three major groups may be identified on the basis of their motility.** The Mastigophora have one or more long tails that they use to propel themselves forward. The Ciliata, which use the same basic means for locomotion as the Mastigophora, have a larger number of short tails. The Sarcodina, which include amoebae, float or row themselves about on their crusted bodies.

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Chlorophyll, which is the green substance

36. What is protoplasm?

- (A) A class of protozoan
- (B) The substance that forms the cell of a protozoan
- (C) A primitive animal similar to a protozoan
- (D) An animal that developed from a protozoan

38. What does the author mean by the statement

They are fantastically diverse, but three major groups may be identified on the basis of their motility?

- (A) The three major groups are unique in that they all move in the same manner.
- (B) Everything we know about the protozoans is tied into their manner of movement.
- (C) The manner of movement is critical when classifying the three major groups of protozoa.
- (D) Mobility in the protozoans is insignificant.

Beginning

The protozoans, minute aquatic creatures, each of which consists of a single cell of protoplasm, constitute a classification of the most primitive forms of animal life. The very name *protozoan* indicates the scientific understanding of the animals. *Proto-* means first or primitive, and *zoa* refers to animal. **They are fantastically diverse, but three major groups may be identified on the basis of their motility.** The Mastigophora have one or more long tails that they use to propel themselves forward. The Ciliata, which use the same basic means for locomotion as the Mastigophora, have a larger number of short tails. The Sarcodina, which include amoebae, float or row themselves about on their crusted bodies.

In addition to their form of movement, several other features discriminate among the three groups of protozoans. For example, at least two nuclei per cell have been identified in the Ciliata, usually a large nucleus that regulates growth but decomposes during reproduction, and a smaller one that contains the genetic code necessary to generate the large nucleus.

Chlorophyll, which is the green substance

39. To which class of protozoans do the amoebae belong?

- (A) Mastigophora
- (B) Ciliata
- (C) Sarcodina
- (D) Motility

40. What is the purpose of the large nucleus in the Ciliata?

- (A) It generates the other nucleus.
- (B) It contains the genetic code for the small nucleus.
- (C) It regulates growth.
- (D) It reproduces itself.

41. Why are protozoans classified as animals?

- (A) They do not live on simple organic compounds.
- (B) They collect in colonies.
- (C) They respond uniformly to outside stimulæ.
- (D) They may have more than one cell.

42. The word **they** in paragraph 4 refers to

- (A) protozoans
- (B) microscopes
- (C) investigations
- (D) colonies

More Available

In addition to their form of movement, several other features discriminate among the three groups of protozoans. For example, at least two nuclei per cell have been identified in the Ciliata, usually a large nucleus that regulates growth but decomposes during reproduction, and a smaller one that contains the genetic code necessary to generate the large nucleus.

Chlorophyll, which is the green substance encountered in plants, is found in the bodies of some protozoans, enabling them to make some of their own food from water and carbon dioxide. Protozoans are not considered plants but animals, because unlike pigmented plants to which some protozoans are otherwise almost identical, they do not live on simple organic compounds. Their cell demonstrates all of the major characteristics of the cells of higher animals, such as eating, breathing, and reproducing.

Many species of protozoans collect into colonies, physically connected to one another and responding uniformly to outside stimulæ. Current research into this phenomenon along with investigations carried out with advanced microscopes may necessitate a redefinition of what constitutes protozoans, even calling into question the basic premise that **they** have only one cell. Nevertheless, with the current data available, almost 40,000 species of protozoans have been identified. No doubt, as technology improves methods of observation, better models of classification of these simple single cells will be proposed.

43. Click on the sentence in paragraph 4 that brings into question the current belief that protozoans are single celled.

Paragraph 4 is marked with an arrow (→).

End

some protozoans, enabling them to make some of their own food from water and carbon dioxide. Protozoans are not considered plants but animals, because unlike pigmented plants to which some protozoans are otherwise almost identical, they do not live on simple organic compounds. Their cell demonstrates all of the major characteristics of the cells of higher animals, such as eating, breathing, and reproducing.

→ Many species of protozoans collect into colonies, physically connected to one another and responding uniformly to outside stimulæ. Current research into this phenomenon along with investigations carried out with advanced microscopes may necessitate a redefinition of what constitutes protozoans, even calling into question the basic premise that they have only one cell. Nevertheless, with the current data available, almost 40,000 species of protozoans have been identified. No doubt, as technology improves methods of observation, better models of classification of these simple single cells will be proposed.

44. The word **uniformly** in paragraph 4 is closest in meaning to

- (A) in the same way
- (B) once in a while
- (C) all of a sudden
- (D) in the long run

End

some protozoans, enabling them to make some of their own food from water and carbon dioxide. Protozoans are not considered plants but animals, because unlike pigmented plants to which some protozoans are otherwise almost identical, they do not live on simple organic compounds. Their cell demonstrates all of the major characteristics of the cells of higher animals, such as eating, breathing, and reproducing.

Many species of protozoans collect into colonies, physically connected to one another and responding **uniformly** to outside stimulæ. Current research into this phenomenon along with investigations carried out with advanced microscopes may necessitate a redefinition of what constitutes protozoans, even calling into question the basic premise that they have only one cell. Nevertheless, with the current data available, almost 40,000 species of protozoans have been identified. No doubt, as technology improves methods of observation, better models of classification of these simple single cells will be proposed.

45. Which of the following statements is NOT true of protozoans?
- (A) There are approximately 40,000 species.
 - (B) They are the most primitive forms of animal life.
 - (C) They have a large cell and a smaller cell.
 - (D) They are difficult to observe.

To check your answers for Model Test 3, refer to the Answer Key on page 490. For an explanation of the answers, refer to the Explanatory Answers for Model Test 3 on pages 542–561.

Writing Section: Model Test 3

When you take a Model Test, you should use one sheet of paper, both sides. Time each Model Test carefully. After you have read the topic, you should spend 30 minutes writing. For results that would be closest to the actual testing situation, it is recommended that an English teacher score your test, using the guidelines on page 244 of this book.

Many people have learned a foreign language in their own country; others have learned a foreign language in the country in which it is spoken. Which is better? Give the advantages of each and support your viewpoint.

Notes

To check your essay, refer to the Checklist on page 490. For an Example Essay, refer to the Explanatory Answers for Model Test 3 on page 561.

Model Test 4

Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening Section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening Section, you will have an opportunity to adjust the volume of the sound. You may not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening Section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

1. What will the woman probably do?
 - (A) Have a party.
 - (B) Attend the International Students' Association.
 - (C) Go to work.
 - (D) Get some rest.
2. What will the speakers probably do?
 - (A) Leave immediately.
 - (B) Watch the game on TV.
 - (C) Start to play.
 - (D) Eat a sandwich.
3. What did the man do after he lost his passport?
 - (A) He went to see the foreign student advisor.
 - (B) He went to Washington.
 - (C) He wrote to the Passport Office.
 - (D) He reported it to the Passport Office.
4. What does the woman suggest the man do?
 - (A) Ask Dr. Tyler to clarify the assignment.
 - (B) Show a preliminary version to Dr. Tyler.
 - (C) Let her see the first draft before Dr. Tyler sees it.
 - (D) Talk to some of the other students in Dr. Tyler's class.

5. What does the woman mean?
- (A) Dr. Clark is a good teacher.
 - (B) Statistics is a boring class.
 - (C) Two semesters of statistics are required.
 - (D) The students do not like Dr. Clark.
6. What are the speakers discussing?
- (A) A teacher.
 - (B) A textbook.
 - (C) An assignment.
 - (D) A movie.
7. What had the man assumed about the woman?
- (A) She was Sally Harrison's cousin.
 - (B) She was Sally Harrison's sister.
 - (C) She was Sally Harrison's friend.
 - (D) She was Sally Harrison.
8. What is the woman's problem?
- (A) The desk drawer won't open.
 - (B) The pen is out of ink.
 - (C) She cannot find her pen.
 - (D) She is angry with the man.
9. What does the man imply about John?
- (A) John is usually late.
 - (B) John will be there at eight-thirty.
 - (C) John will not show up.
 - (D) John is usually on time.
10. What does the man mean?
- (A) The results of the tests are not available.
 - (B) The experiment had unexpected results.
 - (C) He has not completed the experiment yet.
 - (D) It is taking a lot of time to do the experiment.
11. What does the man imply about Barbara?
- (A) She does not put much effort in her studies.
 - (B) She is very likable.
 - (C) She prefers talking to the woman.
 - (D) She has a telephone.
12. What does the man suggest the woman do?
- (A) See the doctor.
 - (B) Get another job.
 - (C) Go to the counter.
 - (D) Buy some medicine.
13. What does the woman mean?
- (A) She will try her best.
 - (B) She has to save her money.
 - (C) She is still undecided.
 - (D) She needs an application.
14. What does the woman mean?
- (A) The man must stop working.
 - (B) There is a little more time.
 - (C) The test is important.
 - (D) It is time for the test.
15. What does the man imply?
- (A) The woman's roommate took a different class.
 - (B) The book is very expensive.
 - (C) The textbook may have been changed.
 - (D) The course is not offered this semester.
16. What does the woman imply?
- (A) Sally may get a bike for Christmas.
 - (B) Sally already has a bike like that one.
 - (C) Sally likes riding a bike.
 - (D) Sally may prefer a different gift.
17. What does the woman suggest that the man do?
- (A) Take a break.
 - (B) Go to work.
 - (C) Do the other problems.
 - (D) Keep trying.

QUESTION DIRECTIONS — Part B

In Part B of the Listening Section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. What is the topic under discussion?
- Ⓐ Whether to introduce the metric system in the United States.
 - Ⓑ How the metric system should be introduced in the United States.
 - Ⓒ Which system is better—the English system or the metric system.
 - Ⓓ How to convert measurements from the English system to the metric system.
19. What changes in measurement in the United States have the students observed?
- Ⓐ Now the weather on radio and TV is reported exclusively in metrics.
 - Ⓑ Road signs have miles marked on them, but not kilometers.
 - Ⓒ Both the English system and the metric system are being used on signs, packages, and in weather reports.
 - Ⓓ Grocery stores use only metrics for their packaging.
20. What was Professor Baker's opinion?
- Ⓐ He thought that a gradual adoption would be better for everyone.
 - Ⓑ He thought that only metrics should be used.
 - Ⓒ He thought that only the English system should be used.
 - Ⓓ He thought that adults should use both systems, but that children should be taught only the metric system.
21. Which word best describes Professor Baker's attitude toward his students?
- Ⓐ Unfriendly.
 - Ⓑ Patronizing.
 - Ⓒ Uninterested.
 - Ⓓ Cooperative.
22. What is the talk mainly about?
- Ⓐ Private industry.
 - Ⓑ Advances in medicine.
 - Ⓒ Space missions.
 - Ⓓ Technological developments.
23. Which of the advances listed are NOT mentioned as part of the technology developed for space missions?
- Ⓐ Contact lenses.
 - Ⓑ Cordless tools.
 - Ⓒ Food packaging.
 - Ⓓ Ultrasound.
24. According to the speaker, why did NASA develop ultrasound?
- Ⓐ To monitor the condition of astronauts in spacecraft.
 - Ⓑ To evaluate candidates who wanted to join the space program.
 - Ⓒ To check the health of astronauts when they returned from space.
 - Ⓓ To test spacecraft and equipment for imperfections.
25. Why does the speaker mention archeology?
- Ⓐ Archeologists and astronauts were compared.
 - Ⓑ Astronauts made photographs of the earth later used by archeologists.
 - Ⓒ Archeologists have used advances in medical technology developed for astronauts.
 - Ⓓ Space missions and underwater missions are very similar.

26. Why did the student want to see the professor?
- (A) To give her a note from another student.
 - (B) To ask for an excused absence from class.
 - (C) To get notes from a class that she had missed.
 - (D) To make an appointment for help in a class.
27. What is the student's problem?
- (A) She cannot see the slides and videos from her seat.
 - (B) Her friend's notes are difficult to read.
 - (C) She has been absent from class too often.
 - (D) Her family needs her help next week.
28. What does the professor offer to do?
- (A) Ask another student to take notes for the woman.
 - (B) Meet with the woman to clarify the classes she will miss.
 - (C) Make an appointment for the woman with another professor.
 - (D) Repeat the lecture for the woman.
29. What is the professor's attitude in this conversation?
- (A) Disinterested.
 - (B) Helpful.
 - (C) Appreciative.
 - (D) Confused.
30. What is the main purpose of this talk?
- (A) Transportation on the Pacific Coast.
 - (B) History of California.
 - (C) Orientation to San Francisco.
 - (D) Specifications of the Golden Gate Bridge.
31. According to the speaker, what was the settlement called before it was renamed San Francisco?
- (A) Golden Gate.
 - (B) San Francisco de Asis Mission.
 - (C) Military Post Seventy-six.
 - (D) Yerba Buena.
32. According to the speaker, what happened in 1848?
- (A) Gold was discovered.
 - (B) The Transcontinental Railroad was completed.
 - (C) The Golden Gate Bridge was constructed.
 - (D) Telegraph communications were established with the East.
33. How long is the Golden Gate Bridge?
- (A) Eighteen miles.
 - (B) 938 feet.
 - (C) One mile.
 - (D) Between five and six miles.
34. What does the lecturer mainly discuss?
- (A) Transcendentalism.
 - (B) Puritanism.
 - (C) Ralph Waldo Emerson.
 - (D) Nature.
35. During which century did the literary movement develop?
- (A) Seventeenth century.
 - (B) Eighteenth century.
 - (C) Nineteenth century.
 - (D) Twentieth century.
36. According to the speaker, what did the Puritans do?
- (A) They stressed the importance of the individual.
 - (B) They supported the ideals of the Transcendental Club.
 - (C) They believed that society was more important than the individual.
 - (D) They established a commune at Brook Farm.
37. What is *Walden*?
- (A) A book by Emerson.
 - (B) A history of Puritanism.
 - (C) A novel by Nathaniel Hawthorne.
 - (D) A book by Thoreau.

38. What is the purpose of this conversation?
- (A) The man is looking for help with his research.
 - (B) The man is applying for a teaching position.
 - (C) The man is being trained to give library orientation.
 - (D) The man is interviewing for a job in the library.

39. Who is the man?

- (A) A teacher.
- (B) A librarian.
- (C) A graduate student.
- (D) A computer programmer.

40. What does the man need to do when he is not working?

- (A) Take a few days off.
- (B) Begin his own research.
- (C) Write his dissertation.
- (D) Take classes.

41. When would the man be available?

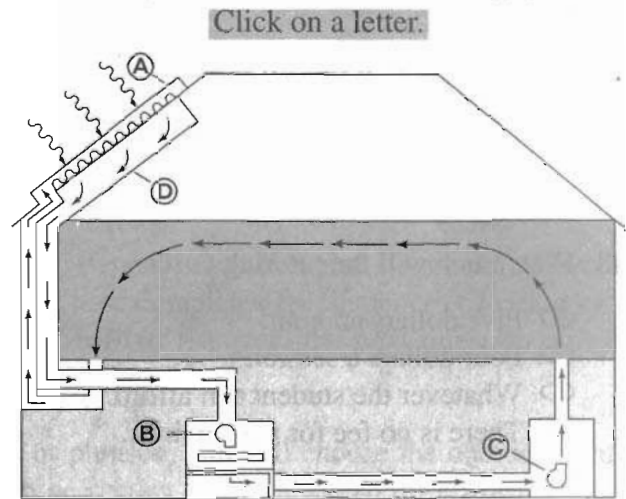
- (A) After he graduates.
- (B) When he completes his dissertation.
- (C) After work and on his days off.
- (D) Immediately.

42. Which two requirements are considered when mounting a solar collector on a roof?

Click on 2 answers.

- (A) The angle of the collector.
- (B) The thickness of the glass.
- (C) The direction of the exposure.
- (D) The temperature of the air.

43. Identify the fan in the solar heating system.



44. What problem does the professor point out?

- (A) Solar heating is very expensive.
- (B) The sun may not be available every day.
- (C) Solar storage systems are too small.
- (D) The sun does not supply enough energy without other power sources.

45. Why does the professor mention the project to place solar modules in orbit?

- (A) It has the potential to generate cheap power.
- (B) It is a research project that he is working on.
- (C) It is the same basic principle he has been explaining.
- (D) It is an example of a very complex model of a solar heating system.

46. What is the purpose of this conversation?

- (A) The man wants to apply for a tutoring position.
- (B) The man needs to arrange for tutoring.
- (C) The man is looking for a friend who works at the Tutoring Center.
- (D) The woman is tutoring the man.

47. For which course does the man want a tutor?
- Ⓐ Literature.
 - Ⓑ Math.
 - Ⓒ French.
 - Ⓓ Composition.
48. How much will the tutoring cost?
- Ⓐ Five dollars an hour.
 - Ⓑ Four dollars a session.
 - Ⓒ Whatever the student can afford.
 - Ⓓ There is no fee for the sessions.
49. When will the tutoring session begin?
- Ⓐ Tuesday morning.
 - Ⓑ Thursday morning.
 - Ⓒ Tuesday afternoon.
 - Ⓓ Thursday afternoon.
50. What should the man bring to his tutoring session?
- Ⓐ A check for five dollars.
 - Ⓑ Books and notes.
 - Ⓒ His class schedule.
 - Ⓓ A composition.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

- Based on the premise that light was composed of color, the Impressionists came to the conclusion _____ not really black.
 - which was that shadows
 - was shadows which
 - were shadows
 - that shadows were
- _____ a parliamentary system, the prime minister must be appointed on the basis of the distribution of power in the parliament.
 - The considered
 - To be considered
 - Considering
 - Considers
- Interest in automatic data processing has _____ grown rapid since the first large calculators were introduced in 1950.
 -
 -
 -
 -
- Vaslav Nijinsky achieved world recognition as both a dancer as well as a choreographer.
 -
 -
 -
 -
- _____ of the play *Mourning Becomes Electra* introduces the cast of characters and hints at the plot.
 - The act first
 - Act one
 - Act first
 - First act
- The plants that they belong to the family of ferns are quite varied in their size and structure.
 -
 -
 -
 -
- As soon as _____ with an acid, salt, and sometimes water, is formed.
 - a base will react
 - a base reacts
 - a base is reacting
 - the reaction of a base
- Columbus Day is celebrated on the twelve of October because on that day in 1492, Christopher Columbus first landed in the Americas.
 -
 -
 -
 -
- One of the most influence newspapers in the U.S. is The New York Times, which is widely distributed throughout the world.
 -
 -
 -
 -
- Weathering _____ the action whereby surface rock is disintegrated or decomposed.
 - it is
 - is that
 - is
 - being

11. Coastal and inland waters are inhabited (A)
not only by fish but also by such sea creature (B) (C) (D)
as shrimps and clams.
12. Economists have tried to discourage the use (A) (B)
of the phrase "underdeveloped nation" and
encouraging the more accurate phrase (C) (D)
"developing nation" in order to suggest an
ongoing process.
13. A gas like propane will combination with (A) (B)
water molecules in a saline solution to form (C)
a solid called a hydrate. (D)
14. The people of Western Canada have been
considering _____ themselves from the
rest of the provinces.
(A) to separate
(B) separated
(C) separate
(D) separating
15. Although it cannot be proven, presumable (A) (B) (C)
the expansion of the universe will slow
down as it approaches a critical radius. (D)
16. A City University professor reported that he
discovers a vaccine that has been 80 percent (A) (B)
effective in reducing the instances of tooth (C)
decay among small children. (D)
17. When they have been frightened, as, for (A) (B)
example, by an electrical storm, dairy cows (C)
may refuse giving milk. (D)
18. Although Margaret Mead had several assis-
tants during her long investigations of
Samoa, the bulk of the research was done by
_____ alone.
(A) herself
(B) she
(C) her
(D) hers
19. Miami, Florida, is among the few cities in the (A)
United States that has been awarded official (B) (C)
status as bilingual municipalities. (D)
20. Fertilizers are used primarily to enrich soil (A) (B) (C)
and increasing yield. (D)
21. _____ war correspondent, Hemingway
used his experiences for some of his most
powerful novels.
(A) But a
(B) It is a
(C) While
(D) A
22. If the ozone gases of the atmosphere
did not filter out the ultraviolet rays of the (A)
sun, life as we know it would not have (B) (C)
evolved on Earth. (D)
23. Thirty-eight national sites are known as
parks, another eighty-two as monuments,
and _____ .
(A) the another one hundred seventy-eight
as historical sites
(B) the other one hundred seventy-eight as
historical sites
(C) seventy-eight plus one hundred more as
historical sites
(D) as historical sites one hundred seventy-
eight

24. When he was a little boy, Mark Twain

(A)

would walk along the piers, watch the river

(B)

(C)

boats, swimming and fish in the Mississippi,

(D)

much like his famous character, Tom Sawyer.

25. Almost all books have a few errors in them

(A)

in spite of the care taken to check its proof

(B)

(C)

(D)

pages before the final printing.

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.

When you have finished reading the passage, you will use the mouse to click on **Proceed**. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

Precipitation, commonly referred to as rainfall, is a measure of the quantity of atmospheric water in the form of rain, hail, or snow that reaches the ground. The average annual precipitation over the whole of the United States is thirty-six inches per year. It should be understood, however, that all precipitation is not measured equally. For example, a foot of snow does not equal a foot of precipitation. According to the general formula for computing the precipitation of snowfall, ten inches of snow equals one inch of precipitation. In upper New York State, for example, where there is typically a large amount of snowfall every winter, a hundred inches of snow in one year would be recorded as only ten inches of precipitation. On the other hand, rain is rain. Forty inches of rain would be recorded as forty inches of precipitation. The total annual precipitation for an area with forty inches of rain and one hundred inches of snow would be recorded as fifty inches of precipitation.

The amount of precipitation that an area receives is a combined result of several factors, including location, altitude, proximity to the sea, and the direction of prevailing winds. Most of the precipitation in the United States is brought originally by prevailing winds from the Pacific Ocean, the Gulf of Mexico, the Atlantic Ocean, and the Great Lakes. Because these prevailing winds generally come from the west, the Pacific Coast receives more annual precipitation than the Atlantic Coast. Along the Pacific Coast itself, however, altitude causes some diversity in rainfall. The mountain ranges of the United States, especially the Rocky Mountain Range and the Appalachian Mountain Range, influence the amount of precipitation in the areas to the windward and leeward sides of these ranges. East of the Rocky Mountains, the annual precipitation is substantially less than that west of the Rocky Mountains. The precipitation north of the Appalachian Mountains averages 40 percent less than that south of the Appalachian Mountains. As air currents from the oceans move over land, the air must rise to pass over the mountains. The air cools, and the water that is held in the clouds falls as rain or snow on the ascending side of the mountains. The air, therefore, is much drier on the other side of the mountains.

1. What does this passage mainly discuss?
 - (A) Precipitation
 - (B) Snowfall
 - (C) New York State
 - (D) A general formula

2. Which of the following is another word that is often used in place of precipitation?
 - (A) Humidity
 - (B) Wetness
 - (C) Rainfall
 - (D) Rain-snow

3. The term *precipitation* includes
 - (A) only rainfall
 - (B) rain, hail, and snow
 - (C) rain, snow, and humidity
 - (D) rain, hail, and humidity

4. What is the average annual rainfall in inches in the United States?
 - (A) Thirty-six inches
 - (B) Thirty-eight inches
 - (C) Forty inches
 - (D) Forty-two inches

5. If a state has 40 inches of snow in a year, by how much does this increase the annual precipitation?
 - (A) By two feet
 - (B) By four inches
 - (C) By four feet
 - (D) By 40 inches

6. The phrase **proximity to** in paragraph 2 is closest in meaning to
- (A) communication with
 - (B) dependence on
 - (C) nearness to
 - (D) similarity to

More Available

The total annual precipitation for an area with forty inches of rain and one hundred inches of snow would be recorded as fifty inches of precipitation.

The amount of precipitation that an area receives is a combined result of several factors, including location, altitude, **proximity to** the sea, and the direction of prevailing winds. Most of the precipitation in the United States is brought originally by prevailing winds from the Pacific Ocean, the Gulf of Mexico, the Atlantic Ocean, and the Great Lakes. Because these prevailing winds generally come from the west, the Pacific Coast receives more annual precipitation than the Atlantic Coast. Along the Pacific Coast itself, however, altitude causes some diversity in rainfall. The mountain ranges of the United States, especially the Rocky Mountain Range and the Appalachian Mountain Range, influence the amount of precipitation in the areas to the windward and leeward sides of these ranges. East of the Rocky Mountains, the annual precipitation is substantially less than that west of the Rocky Mountains. The precipitation north of the Appalachian Mountains averages 40 percent less than that south of the

7. Click on the sentence in paragraph 2 that identifies the origins of most of the precipitation in the United States.

Paragraph 2 is marked with an arrow (→).

More Available

The total annual precipitation for an area with forty inches of rain and one hundred inches of snow would be recorded as fifty inches of precipitation.

→ The amount of precipitation that an area receives is a combined result of several factors, including location, altitude, proximity to the sea, and the direction of prevailing winds. Most of the precipitation in the United States is brought originally by prevailing winds from the Pacific Ocean, the Gulf of Mexico, the Atlantic Ocean, and the Great Lakes. Because these prevailing winds generally come from the west, the Pacific Coast receives more annual precipitation than the Atlantic Coast. Along the Pacific Coast itself, however, altitude causes some diversity in rainfall. The mountain ranges of the United States, especially the Rocky Mountain Range and the Appalachian Mountain Range, influence the amount of precipitation in the areas to the windward and leeward sides of these ranges. East of the Rocky Mountains, the annual precipitation is substantially less than that west of the Rocky Mountains. The precipitation north of the Appalachian Mountains averages 40 percent less than that south of the

8. Where is the annual precipitation highest?

- (A) The Atlantic Coast
- (B) The Great Lakes
- (C) The Gulf of Mexico
- (D) The Pacific Coast

9. Which of the following was NOT mentioned as a factor in determining the amount of precipitation that an area will receive?

- (A) Mountains
- (B) Latitude
- (C) The sea
- (D) Wind

10. The word **substantially** in paragraph 2 could best be replaced by

- (A) fundamentally
- (B) slightly
- (C) completely
- (D) apparently

End

The mountain ranges of the United States, especially the Rocky Mountain Range and the Appalachian Mountain Range, influence the amount of precipitation in the areas to the windward and leeward sides of these ranges. East of the Rocky Mountains, the annual precipitation is **substantially** less than that west of the Rocky Mountains. The precipitation north of the Appalachian Mountains averages 40 percent less than that south of the Appalachian Mountains. As air currents from the oceans move over land, the air must rise to pass over the mountains. The air cools, and the water that is held in the clouds falls as rain or snow on the ascending side of the mountains. The air, therefore, is much drier on the other side of the mountains.

11. The word **that** in paragraph 2 refers to

- (A) decreases
- (B) precipitation
- (C) areas
- (D) mountain ranges

End

The mountain ranges of the United States, especially the Rocky Mountain Range and the Appalachian Mountain Range, influence the amount of precipitation in the areas to the windward and leeward sides of these ranges. East of the Rocky Mountains, the annual precipitation is substantially less than that west of the Rocky Mountains. The precipitation north of the Appalachian Mountains averages 40 percent less than **that** south of the Appalachian Mountains. As air currents from the oceans move over land, the air must rise to pass over the mountains. The air cools, and the water that is held in the clouds falls as rain or snow on the ascending side of the mountains. The air, therefore, is much drier on the other side of the mountains.

During the nineteenth century, women in the United States organized and participated in a large number of reform movements, including movements to reorganize the prison system, improve education, ban the sale of alcohol, grant rights to people who were denied them, and, most importantly, free slaves. Some women saw similarities in the social status of women and slaves. Women like Elizabeth Cady Stanton and Lucy Stone were not only feminists who fought for the rights of women but also fervent abolitionists who fought to do away with slavery. These brave people were social leaders who supported the rights of both women and blacks. They were fighting against a belief that voting should be tied to land ownership, and because land was owned by men, and in some cases by their widows, only those who held the greatest stake in government, that is the male landowners, were considered worthy of the vote. Women did not conform to the requirements.

A number of male abolitionists, including William Lloyd Garrison and Wendell Phillips, also supported the rights of women to speak and to participate equally with men in antislavery activities. Probably more than any other movement, abolitionism offered women a previously denied entry into politics. They became involved primarily in order to better their living conditions and improve the conditions of others. However, they gained the respect of those they convinced and also earned the right to be considered equal citizens.

When the civil war between the North and the South ended in 1865, the Fourteenth and Fifteenth Amendments to the Constitution adopted in 1868 and 1870 granted citizenship and suffrage to blacks but not to women. Discouraged but resolved, feminists worked tirelessly to influence more and more women to demand the right to vote. In 1869, the Wyoming Territory had yielded to demands by feminists, but the states on the East Coast resisted more stubbornly than before. A women's suffrage bill had been presented to every Congress since 1878, but it continually failed to pass until 1920, when the Nineteenth Amendment granted women the right to vote.

12. With what topic is the passage primarily concerned?
- (A) The Wyoming Territory
 (B) The Fourteenth and Fifteenth Amendments
 (C) Abolitionists
 (D) Women's suffrage
13. The word **ban** in paragraph 1 most nearly means to
- (A) encourage
 (B) publish
 (C) prohibit
 (D) limit

Beginning

During the nineteenth century, women in the United States organized and participated in a large number of reform movements, including movements to reorganize the prison system, improve education, **ban** the sale of alcohol, grant rights to people who were denied them, and, most importantly, free slaves. Some women saw similarities in the social status of women and slaves. Women like Elizabeth Cady Stanton and Lucy Stone were not only feminists who fought for the rights of women but also fervent abolitionists who fought to do away with slavery. These brave people were social leaders who supported the rights of both women and blacks. They were fighting against a belief that voting should be tied to land ownership, and because land was owned by men, and in some cases by their widows, only those who held the greatest stake in government, that is the male landowners, were considered worthy of the vote. Women did not conform to the requirements.

A number of male abolitionists, including William Lloyd Garrison and Wendell Phillips, also supported the rights of women to speak and to

14. Click on the sentence in paragraph 1 that explains the relationship between voting and property.

Paragraph 1 is marked with an arrow (→).

Beginning

→ During the nineteenth century, women in the United States organized and participated in a large number of reform movements, including movements to reorganize the prison system, improve education, ban the sale of alcohol, grant rights to people who were denied them, and, most importantly, free slaves. Some women saw similarities in the social status of women and slaves. Women like Elizabeth Cady Stanton and Lucy Stone were not only feminists who fought for the rights of women but also fervent abolitionists who fought to do away with slavery. These brave people were social leaders who supported the rights of both women and blacks. They were fighting against a belief that voting should be tied to land ownership, and because land was owned by men, and in some cases by their widows, only those who held the greatest stake in government, that is the male landowners, were considered worthy of the vote. Women did not conform to the requirements.

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15. The word **primarily** in paragraph 2 is closest in meaning to
- (A) above all
 (B) somewhat
 (C) finally
 (D) always

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the rights of women but also fervent abolitionists who fought to do away with slavery. These brave people were social leaders who supported the rights of both women and blacks. They were fighting against a belief that voting should be tied to land ownership, and because land was owned by men, and in some cases by their widows, only those who held the greatest stake in government, that is the male landowners, were considered worthy of the vote. Women did not conform to the requirements.

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When the civil war between the North and the

16. Look at the word **improve** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **improve**.

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rights of both women and blacks. They were fighting against a belief that voting should be tied to land ownership, and because land was owned by men, and in some cases by their widows, only those who held the greatest stake in government, that is the male landowners, were considered worthy of the vote. Women did not conform to the requirements.

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When the civil war between the North and the South ended in 1865, the Fourteenth and Fifteenth Amendments to the Constitution adopted in 1868 and 1870 granted citizenship and suffrage to

17. What had occurred shortly after the Civil War?
- (A) The Wyoming Territory was admitted to the Union.
 - (B) A women's suffrage bill was introduced in Congress.
 - (C) The eastern states resisted the end of the war.
 - (D) Black people were granted the right to vote.

18. The word **suffrage** in paragraph 3 could best be replaced by which of the following?

- (A) pain
- (B) citizenship
- (C) freedom from bondage
- (D) the right to vote

End

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When the civil war between the North and the South ended in 1865, the Fourteenth and Fifteenth Amendments to the Constitution adopted in 1868 and 1870 granted citizenship and **suffrage** to blacks but not to women. Discouraged but resolved, feminists worked tirelessly to influence more and more women to demand the right to vote. In 1869, the Wyoming Territory had yielded to demands by feminists, but the states on the East Coast resisted more stubbornly than before. A women's suffrage bill had been presented to every Congress since 1878, but it continually failed to pass until 1920, when the Nineteenth Amendment granted women the right to vote.

19. The word **it** in paragraph 3 refers to

- (A) bill
- (B) Congress
- (C) Nineteenth Amendment
- (D) vote

End

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20. What does the Nineteenth Amendment guarantee?

- (A) Voting rights for blacks
- (B) Citizenship for blacks
- (C) Voting rights for women
- (D) Citizenship for women

21. When were women allowed to vote throughout the United States?

- (A) After 1866
- (B) After 1870
- (C) After 1878
- (D) After 1920

The *Acacia*, a genus of trees and shrubs of the *mimosa* family that originated in Australia, has long been used there in building simple mud and stick structures. The *acacia* is called a wattle in Australia, and the structures are said to be made of daub and wattle. The *acacia* is actually related to the family of plants known as *legumes* that includes peas, beans, lentils, peanuts, and pods with beanlike seeds. Some *acacias* actually produce edible crops. Other *Acacia* varieties are valued for the sticky resin, called gum arabic or gum acacia, used widely in medicines, foods, and perfumes, for the dark dense wood prized for making pianos, or for the bark, rich in tannin, a dark, acidic substance used to cure the hides of animals, transforming them into leather.

Nearly five hundred species of *Acacia* have been analyzed, identified, categorized, and proven capable of survival in hot and generally arid parts of the world; however, only a dozen of the three hundred Australian varieties thrive in the southern United States. Most *acacia* imports are low spreading trees, but of these, only three flower, including the *Bailey Acacia* with fernlike silver leaves and small, fragrant flowers arranged in rounded clusters, the *Silver Wattle*, similar to the *Bailey Acacia*, which grows twice as high, and the squat *Sydney Golden Wattle*, bushy with broad, flat leaves, showy bright yellow blossoms, and sharp spined twigs. Another variety, the *Black Acacia*, also called the *Blackwood*, has dark green foliage and unobtrusive blossoms. Besides being a popular ornamental tree, the *Black Acacia* is considered valuable for its dark wood, which is used in making furniture, as well as highly prized musical instruments.

The *Acacia's* unusual custom of blossoming in February has been commonly attributed to its Australian origins, as if the date and not the quality of light made the difference for a tree in its flowering cycle. In the Southern Hemisphere, the seasons are reversed, and February, which is wintertime in the United States, is summertime in Australia. Actually, however, the pale, yellow blossoms appear in August in Australia. Whether growing in the Northern or Southern Hemisphere, the lovely *acacia* blossoms in winter.

22. With which of the following topics is the passage primarily concerned?
- (A) The *Black Acacia*
 - (B) Characteristics and varieties of the *Acacia*
 - (C) Australian varieties of the *Acacia*
 - (D) The use of *Acacia* wood in ornamental furniture
23. Look at the word **prized** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **prized**.

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25. The word **thrive** in paragraph 2 is closest in meaning to which of the following?
- (A) grow well
 - (B) are found
 - (C) were planted
 - (D) can live

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24. How many species of *Acacia* grow well in the southern United States?
- (A) Five hundred
 - (B) Three hundred
 - (C) Twelve
 - (D) Three

26. The word **these** in paragraph 2 refers to

- (A) United States
- (B) varieties
- (C) species
- (D) trees

More Available

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27. According to this passage, the *Silver Wattle*

- (A) is squat and bushy
- (B) has unobtrusive blossoms
- (C) is taller than the *Bailey Acacia*
- (D) is used for making furniture

28. In paragraph 2, the word **flat** most nearly means

- (A) smooth
- (B) pretty
- (C) pointed
- (D) short

More Available

includes peas, beans, lentils, peanuts, and pods with beanlike seeds. Some *acacias* actually produce edible crops. Other *Acacia* varieties are valued for the sticky resin, called gum arabic or gum acacia, used widely in medicines, foods, and perfumes, for the dark dense wood prized for making pianos, or for the bark, rich in tannin, a dark, acidic substance used to cure the hides of animals, transforming them into leather.

Nearly five hundred species of *Acacia* have been analyzed, identified, categorized, and proven capable of survival in hot and generally arid parts of the world; however, only a dozen of the three hundred Australian varieties thrive in the southern United States. Most *acacia* imports are low spreading trees, but of these, only three flower, including the *Bailey Acacia* with fernlike silver leaves and small, fragrant flowers arranged in rounded clusters, the *Silver Wattle*, similar to the *Bailey Acacia*, which grows twice as high, and the squat *Sydney Golden Wattle*, bushy with broad, **flat** leaves, showy bright yellow blossoms, and sharp spined twigs. Another variety, the *Black Acacia*, also called the *Blackwood*, has dark green

29. The word **showy** in paragraph 2 could best be replaced by

- (A) strange
- (B) elaborate
- (C) huge
- (D) fragile

More Available

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30. Which of the following *Acacias* has the least colorful blossoms?

- (A) *Bailey Acacia*
- (B) *Sydney Golden Wattle*
- (C) *Silver Wattle*
- (D) *Black Acacia*

31. Which of the following would most probably be made from a *Black Acacia* tree?

- (A) A flower arrangement
- (B) A table
- (C) A pie
- (D) Paper

32. When do *Acacia* trees bloom in Australia?

- (A) February
- (B) Summer
- (C) August
- (D) Spring

33. The following sentence can be added to the passage.

Some *acacias* are popular in landscaping because of their graceful shapes, lacey foliage, and fragrant blossoms.

Where would it best fit in the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

Beginning

The *Acacia*, a genus of trees and shrubs of the *mimosa* family that originated in Australia, has long been used there in building simple mud and stick structures. ■ The *acacia* is called a *wattle* in Australia, and the structures are said to be made of daub and *wattle*. ■ The *acacia* is actually related to the family of plants known as *legumes* that includes peas, beans, lentils, peanuts, and pods with beanlike seeds. Some *acacias* actually produce edible crops. ■ Other *Acacia* varieties are valued for the sticky resin, called gum arabic or gum acacia, used widely in medicines, foods, and perfumes, for the dark dense wood prized for making pianos, or for the bark, rich in tannin, a dark, acidic substance used to cure the hides of animals, transforming them into leather. ■

Nearly five hundred species of *Acacia* have been analyzed, identified, categorized, and proven capable of survival in hot and generally arid parts of the world; however, only a dozen of the three hundred Australian varieties thrive in the southern United States. Most *acacia* imports are low spreading trees, but of these, only three flower, including the *Bailey Acacia* with fernlike silver

In 1626, Peter Minuit, governor of the Dutch settlements in North America known as New Amsterdam, negotiated with Canarsee chiefs for the purchase of Manhattan Island for merchandise valued at sixty guilders or about \$24.12. He purchased the island for the Dutch West India Company.

The next year, Fort Amsterdam was built by the company at the extreme southern tip of the island. Because attempts to encourage Dutch immigration were not immediately successful, offers, generous by the standards of the era, were extended throughout Europe. Consequently, the settlement became the most heterogeneous of the North American colonies. By 1637, the fort had expanded into the village of New Amsterdam, other small communities had grown up around it, including New Haarlem and Stuyvesant's Bouwery, and New Amsterdam began to prosper, developing characteristics of religious and linguistic tolerance unusual for the times. By 1643, it was reported that eighteen different languages could be heard in New Amsterdam alone.

Among the multilingual settlers was a large group of English colonists from Connecticut and Massachusetts who supported the English King's claim to all of New Netherlands set out in a charter that gave the territory to his brother James, Duke of York. In 1644, when the English sent a formidable fleet of warships into the New Amsterdam harbor, Dutch governor Peter Stuyvesant surrendered without resistance.

When the English acquired the island, the village of New Amsterdam was renamed New York in honor of the Duke. By the onset of the Revolution, New York City was already a bustling commercial center. After the war, it was selected as the first capital of the United States. Although the government was eventually moved, first to Philadelphia and then to Washington, D.C., New York maintained its status. It became a haven for pirates who conspired with leading merchants to exchange supplies for their ships in return for a share in the plunder. As a colony, New York exchanged many agricultural products for English manufactured goods. In addition, trade with the West Indies prospered. Three centuries after his initial trade with the Native Americans, Minuit's tiny investment was worth more than seven billion dollars.

34. Which of the following would be the best title for this passage?
- (A) A History of New York City
 - (B) An Account of the Dutch Colonies
 - (C) A Biography of Peter Minuit
 - (D) The First Capital of the United States
35. What did the Native Americans receive in exchange for their island?
- (A) Sixty Dutch guilders
 - (B) \$24.12 U.S.
 - (C) Goods and supplies
 - (D) Land in New Amsterdam
36. Where was New Amsterdam located?
- (A) In Holland
 - (B) In North America
 - (C) On the island of Manhattan
 - (D) In India

37. What does the author mean by the statement **Because attempts to encourage Dutch immigration were not immediately successful, offers, generous by the standards of the era, were extended throughout Europe?**

- (A) Other Europeans were given opportunities to immigrate to the new world after a slow response by the Dutch.
- (B) Since the Dutch immigration was so successful, opportunities were provided for the Europeans to immigrate to the new world also.
- (C) The Dutch took advantage of opportunities to immigrate to Europe instead of to the new world.
- (D) Immigration to the new world required that the Dutch and other Europeans wait until opportunities were available.

38. The word **heterogeneous** in paragraph 2 could best be replaced by

- (A) liberal
- (B) renowned
- (C) diverse
- (D) prosperous

Beginning

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39. Why were so many languages spoken in New Amsterdam?
- (A) The Dutch West India Company was owned by England.
 - (B) The Dutch West India Company allowed freedom of speech.
 - (C) The Dutch West India Company recruited settlers from many different countries in Europe.
 - (D) The Indians who lived there before the Dutch West India Company purchase spoke many languages.

40. Look at the word **his** in the passage. Click on the word or phrase in the **bold** text that **his** refers to.

More Available

extended throughout Europe. Consequently, the settlement became the most heterogeneous of the North American colonies. By 1637, the fort had expanded into the village of New Amsterdam, other small communities had grown up around it, including New Haarlem and Stuyvesant's Bouwery, and New Amsterdam began to prosper, developing characteristics of religious and linguistic tolerance unusual for the times. By 1643, it was reported that eighteen different languages could be heard in New Amsterdam alone.

Among the multilingual settlers was a large group of English colonists from Connecticut and Massachusetts who supported the English King's claim to all of New Netherlands set out in a charter that gave the territory to his brother James, Duke of York. In 1644, when the English sent a formidable fleet of warships into the New Amsterdam harbor, Dutch governor Peter Stuyvesant surrendered without resistance.

When the English acquired the island, the village of New Amsterdam was renamed New York in honor of the Duke. By the onset of the Revolution, New York City was already a bustling

41. The word **formidable** in paragraph 3 is closest in meaning to
- (A) powerful
 - (B) modern
 - (C) expensive
 - (D) unexpected

More Available

extended throughout Europe. Consequently, the settlement became the most heterogeneous of the North American colonies. By 1637, the fort had expanded into the village of New Amsterdam, other small communities had grown up around it, including New Haarlem and Stuyvesant's Bouwery, and New Amsterdam began to prosper, developing characteristics of religious and linguistic tolerance unusual for the times. By 1643, it was reported that eighteen different languages could be heard in New Amsterdam alone.

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42. Click on the paragraph that explains the reason for renaming New Amsterdam.

Scroll the passage to see all of the paragraphs.

43. The word **it** in paragraph 4 refers to

- (A) Revolution
- (B) New York City
- (C) the island
- (D) the first capital

End

Massachusetts who supported the English King's claim to all of New Netherlands set out in a charter that gave the territory to his brother James, Duke of York. In 1644, when the English sent a formidable fleet of warships into the New Amsterdam harbor, Dutch governor Peter Stuyvesant surrendered without resistance.

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44. Which city was the first capital of the new United States?

- (A) New Amsterdam
- (B) New York
- (C) Philadelphia
- (D) Washington

45. On what date was Manhattan valued at \$7 billion?

- (A) 1626
- (B) 1726
- (C) 1656
- (D) 1926

To check your answers for Model Test 4, refer to the Answer Key on page 491. For an explanation of the answers, refer to the Explanatory Answers for Model Test 4 on pages 561–579.

Writing Section: Model Test 4

When you take a Model Test, you should use one sheet of paper, both sides. Time each Model Test carefully. After you have read the topic, you should spend 30 minutes writing. For results that would be closest to the actual testing situation, it is recommended that an English teacher score your test, using the guidelines on page 244 of this book.

In your opinion, what is the best way to choose a marriage partner? Use specific reasons and examples why you think this approach is best.

Notes

To check your essay, refer to the Checklist on page 491. For an Example Essay, refer to the Explanatory Answers for Model Test 4 on page 580.

Model Test 5

Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening Section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening Section, you will have an opportunity to adjust the volume of the sound. You may not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening Section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

1. What is the man going to do?
 - (A) He will borrow some typing paper from the woman.
 - (B) He will lend the woman some typing paper.
 - (C) He will type the woman's paper.
 - (D) He will buy some typing paper for the woman.
2. What can be inferred about the man?
 - (A) He is a student at the university.
 - (B) He is not driving a car.
 - (C) He knows the woman.
 - (D) He needs to go to the drug store.
3. What does the man imply?
 - (A) He could not stay with his parents.
 - (B) He did not want to change his plans.
 - (C) He will not go to summer school.
 - (D) He has completed all the courses.
4. What are the speakers discussing?
 - (A) The telephone
 - (B) An apartment
 - (C) Utilities
 - (D) Furniture
5. What does the woman imply?
 - (A) She likes Dr. Taylor's class.
 - (B) She is not sure how Dr. Taylor feels.
 - (C) She did not get an A on the paper.
 - (D) She is not doing very well in the class.

6. What does the man suggest that the woman do?
- Ⓐ Pay ten dollars an hour
 - Ⓑ Be a subject in an experiment
 - Ⓒ Ask Sandy to participate
 - Ⓓ Go to a psychologist
7. What can be inferred about the study group meeting?
- Ⓐ The speakers did not go to the study group meeting.
 - Ⓑ The woman went to the study group meeting, but the man did not.
 - Ⓒ The man went to the study group meeting, but the woman did not.
 - Ⓓ Both speakers went to the study group meeting.
8. What does the man mean?
- Ⓐ The woman can borrow his pen.
 - Ⓑ A pen might be a good gift.
 - Ⓒ Her advisor would probably like a card.
 - Ⓓ A gift is not necessary.
9. What does the woman mean?
- Ⓐ She does not want to leave.
 - Ⓑ She must stay.
 - Ⓒ She did not like the dorm.
 - Ⓓ She is undecided.
10. What does the woman imply?
- Ⓐ The man may be taking on too much.
 - Ⓑ The job is more important than school.
 - Ⓒ The opportunity is very good.
 - Ⓓ The contract may not be valid.
11. What does the man suggest the woman do?
- Ⓐ Call his family
 - Ⓑ Write a letter
 - Ⓒ Send postcards
 - Ⓓ Buy presents
12. What are the speakers discussing?
- Ⓐ The length of time that it takes to get an answer from a university
 - Ⓑ Where the woman will go to school
 - Ⓒ States in the Midwest
 - Ⓓ The University of Minnesota
13. What will the woman probably do?
- Ⓐ Buy a ticket
 - Ⓑ Go to room 27
 - Ⓒ Take a test in room 32
 - Ⓓ Show the man her ticket
14. What can be inferred about the woman?
- Ⓐ She wasn't able to attend the reception.
 - Ⓑ She is an honors student.
 - Ⓒ She likes flowers very much.
 - Ⓓ She is a teacher.
15. What does the woman suggest that Terry do?
- Ⓐ Try to be in class more often
 - Ⓑ Try to get the work done
 - Ⓒ Take the class twice
 - Ⓓ Take the class next term
16. What does the man mean?
- Ⓐ He does not like English.
 - Ⓑ Graduate school is easier than teaching.
 - Ⓒ It is not surprising that the woman is doing well.
 - Ⓓ The course is very interesting.
17. What problem do the students have?
- Ⓐ They are going to make a group presentation.
 - Ⓑ They don't want to have Jane in their group.
 - Ⓒ Carl does not want to be in their group.
 - Ⓓ They are not good presenters.

QUESTION DIRECTIONS — Part B

In Part B of the Listening Section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. What problem do the speakers have?
- (A) They do not have a syllabus.
 (B) They do not understand the requirement for the research paper.
 (C) They do not have an appointment with the professor.
 (D) They do not know the professor's office hours.
19. How much does the research paper count toward the grade for the course?
- (A) It is not clear from the syllabus.
 (B) It is valued at half of the total points for the course.
 (C) It is worth ten points.
 (D) It will count thirty points.
20. What did the professor say last week?
- (A) She mentioned presentations.
 (B) She discussed the syllabus.
 (C) She answered questions.
 (D) She made appointments.
21. What will the students probably do?
- (A) Prepare a presentation of the research
 (B) Make an appointment to see the professor
 (C) Ask questions about the assignment in class
 (D) Go to see the professor during office hours
22. What is the main subject of this lecture?
- (A) Captain Cook's life
 (B) History of Hawaii
 (C) Captain Cook's exploration of Hawaii
 (D) Hawaiian culture
23. According to the lecturer, what were the two ships commanded by Captain Cook?
- Click on 2 answers.**
- (A) *The Third Voyage*
 (B) *The Resolution*
 (C) *The Discovery*
 (D) *The England*
24. Why does the professor mention the name *Launo*?
- (A) It was the original name for the Hawaiian Islands before Cook's arrival.
 (B) It was the name of the king of Hawaii at the time of Cook's exploration.
 (C) It was the name of the god that the islanders believed Cook embodied.
 (D) It was the name of the welcome ceremony that the islanders gave Cook.
25. The professor briefly explains a sequence of events in the history of Hawaii. Summarize the sequence by putting the events in order.
- Click on a sentence. Then click on the space where it belongs.**
Use each sentence only once.
- (A) Captain Cook and four of his crew were killed.
 (B) The islanders and the crew began to fight.
 (C) The king was to be taken hostage.
 (D) A small boat was stolen from the crew.
- 1
 2
 3
 4

26. What is an alloy?
- (A) Impure metals that occur accidentally
 - (B) Metals melted into liquid form
 - (C) A planned combination of metals for a specific purpose
 - (D) Industrial metals that do not have to be very pure

27. What does the speaker say about the properties of alloys?

Click on 2 answers.

- (A) They are chosen for a particular purpose.
 - (B) They are combined in specific proportions.
 - (C) They are difficult to determine because there is more than one metal involved.
 - (D) They occur accidentally in nature.
28. Why does the speaker use the example of the aircraft industry?
- (A) To demonstrate how alloys can be used to solve industrial problems
 - (B) To emphasize the importance of the aviation industry
 - (C) To compare alloys and other mixtures
 - (D) To illustrate how metals can be used without alloying them
29. What is the difference between combinations of metals in nature and alloys?
- (A) Mixtures of metals in nature are very pure.
 - (B) Combinations of metals do not occur in nature.
 - (C) Metals combined in nature are mixed in random proportion.
 - (D) Alloys are mixtures, but metals that occur in nature are not.

30. What do the speakers mainly discuss?
- (A) British English pronunciation
 - (B) Spelling patterns
 - (C) British and American English
 - (D) Movies

31. How are the words referred to in the discussion?

Click on a word. Then click on the empty box in the correct column.

Use each word only once.

- (A) color
- (B) theater
- (C) centre
- (D) honour

American English spelling		British English spelling	

32. What can be inferred about the word *flat* in British English?
- (A) It has a different spelling from that of American English.
 - (B) It has a different meaning from that of American English.
 - (C) The pronunciation is so different that it cannot be understood by Americans.
 - (D) It is really about the same in American English.
33. On what did the class agree?
- (A) British English and American English are the same.
 - (B) British English and American English are so different that Americans cannot understand the English when they speak.
 - (C) British English and American English have different spelling and vocabulary but the same pronunciation.
 - (D) British English and American English have slightly different spelling, vocabulary, and pronunciation, but Americans and the English still understand each other.
34. What is the presentation mainly about?
- (A) The National Department of Education
 - (B) School boards
 - (C) Public schools in the United States
 - (D) Local control of schools

35. What surprised the presenter about her research?
- (A) Public schools are not the same throughout the United States.
 - (B) The school board members are not professional educators.
 - (C) The federal department is not the same as a department of education in many other countries.
 - (D) The members of the school board serve without pay.
36. How does each of the persons identified contribute to the operation of schools in the United States?

Click on a word. Then click on the empty box in the correct row.

Use each word only once.

- (A) superintendent
- (B) school board member
- (C) resident of the district

governs the local school district	
carries out the policies of the governing board	
elects the members of the governing board	

37. According to the speaker, what is the function of the department of education in the United States?

Click on 2 answers.

- (A) To support research projects
- (B) To organize a national curriculum
- (C) To monitor national legislation for schools
- (D) To appoint local school boards

38. What kind of meal plan does the man decide to buy?

Click on 2 answers.

- (A) Breakfast
- (B) Lunch
- (C) Dinner
- (D) Supper

39. How much does the plan cost?

- (A) Fourteen dollars a week
- (B) Thirty dollars a week
- (C) Thirty-six dollars a week
- (D) Forty-two dollars a week

40. Why do most residents order a pizza or go out to eat on Sundays?

- (A) Many of them live close enough to go home for the day.
- (B) They are tired of the food in the dormitory.
- (C) No meals are served on Sunday.
- (D) Some of them have dates on the weekend.

41. How will the man pay for the meals?

- (A) He will pay the woman in cash for the first quarter.
- (B) He will use his credit card to pay the woman.
- (C) He will wait to receive a bill from the dormitory.
- (D) He will write a check on a form provided by the woman.

42. What will the man probably do?

- (A) Pay the bill now
- (B) Give the woman his credit card
- (C) Fill out a form
- (D) Think about his options

43. What is hydroponics?

- (A) Growing plants without soil
- (B) Mixing nutrients in water
- (C) Finding the chemical composition of soil
- (D) Solving problems in the water system

44. Why does the professor suggest that the students refer to their lab workbook?

- (A) To see the diagram of the class experiment
- (B) To read an experiment on plant growth
- (C) To find a list of substances that plants need
- (D) To locate the instructions for building a hydroponics tank

45. According to the speaker, why are roots important to plants?

Click on 2 answers.

- A To absorb water and nutrients
- B To take in oxygen
- C To suspend the plants directly in the solution
- D To filter out toxins

46. Why was the pump attached to the tank in this experiment?

- A It was needed to mix the nutrients in the solution.
- B It was used to pump out harmful chemicals.
- C It was required to pump oxygen into the solution.
- D It was necessary to anchor the plants.

47. What does the professor want the students to do with the specimen of the nutrient solution?

- A Take a taste of it
- B Make a drawing of it
- C Observe it and draw conclusions
- D Put it in the tank

48. What are the speakers discussing?

- A A class that the woman missed
- B A book that they have both read
- C A TV show that the man saw
- D A video that they saw in class

49. Who was Harriet Tubman?

- A She was one of the first freed slaves to work on the railroad.
- B She was a slave who worked underground in the mines.
- C She was a former slave who lived in Canada.
- D She was a slave who escaped from her owners in Maryland during the Civil War.

50. What impressed the man about Harriet Tubman's story?

- A She used the North Star to guide her to a free state.
- B She returned to Maryland to help three hundred slaves escape.
- C She founded the underground railroad.
- D She was a slave for nineteen years.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

- Gunpowder, in some ways the most effective (A) (B) of all the explosive materials, were a mixture (C) (D) of potassium nitrate, charcoal, and sulfur.
- As the demand increases, manufacturers who previously produced only a large, luxury car (A) is compelled to make a smaller model in (B) (C) (D) order to compete in the market.
- There are twenty species of wild roses in (A) North America, all of which have prickly (B) stems, pinnate leaves, and large flowers, which usually smell sweetly. (C) (D)
- Professional people expect _____ when it is necessary to cancel an appointment. (A) you to call them (B) that you would call them (C) your calling them (D) that you are calling them
- In a new culture, many embarrassing situations occur _____ a misunderstanding. (A) for (B) of (C) because of (D) because
- Factoring is the process of finding two or (A) (B) more expressions whose product is (C) equal as the given expression. (D)
- Schizophrenia, a behavioral disorder typified by a fundamental break with reality, (A) (B) may be triggered by genetic predisposition, (C) stressful, drugs, or infections. (D)
- Sedimentary rocks are formed below the surface of the Earth _____ very high temperatures and pressures. (A) where there are (B) there are (C) where are there (D) there are where

9. If Grandma Moses having been able to
(A)
continue farming, she may never have
(B)
begun to paint.
(C) (D)
10. A computer is usually chosen because of its simplicity of operation and ease of maintenance _____ its capacity to store information.
(A) the same as
(B) the same
(C) as well as
(D) as well
11. Although the Red Cross accepts blood from
(A)
most donors, the nurses will not leave you
(B)
give blood if you have just had a cold.
(C) (D)
12. _____ that gold was discovered at Sutter's Mill and that the California Gold Rush began.
(A) Because in 1848
(B) That in 1848
(C) In 1848 that it was
(D) It was in 1848
13. Frost occurs in valleys and on low grounds _____ on adjacent hills.
(A) more frequently as
(B) as frequently than
(C) more frequently than
(D) frequently than
14. The native people of the Americas are called
(A)
Indians because when Columbus landed in
(B)
the Bahamas in 1492, he thought that he
(C)
has reached the East Indies.
(D)
15. In the relatively short history of industrial
(A)
developing in the United States, New York
(B) (C)
City has played a vital role.
(D)
16. When a body enters the Earth's atmosphere, it travels _____.
(A) very rapidly
(B) in a rapid manner
(C) fastly
(D) with great speed
17. Employers often require that candidates have not only a degree _____.
(A) but two years experience
(B) also two years experience
(C) but also two years experience
(D) but more two years experience
18. The salary of a bus driver is much higher _____.
(A) in comparison with the salary of a teacher
(B) than a teacher
(C) than that of a teacher
(D) to compare as a teacher
19. Farmers look forward to _____ every summer.
(A) participating in the county fairs
(B) participate in the county fairs
(C) be participating in the county fairs
(D) have participated in the county fairs
20. A turtle differs from all other reptiles in that
(A) (B)
its body is encased in a protective shell
of their own.
(C) (D)

21. Excavations in a mound or village
 (A)
 often reveal an ancient community that
 (B)
 had been laying under later reconstructions
 (C) (D)
 of the city.
22. One of the first and ultimately the most
 (A)
 important purposeful of a reservoir was
 (B)
 to control flooding.
 (C) (D)
23. After seeing a movie based on a novel,
 _____ .
 (A) the book is read by many people
 (B) the book made many people want to read it
 (C) many people want to read the book
 (D) the reading of the book interests many
 people
24. One of the world's best-selling authors,
 (A)
 Louis L'Amour said to have written 101
 (B) (C)
 books, mostly westerns.
 (D)
25. No other quality is more important for a
 (A) (B)
 scientist to acquire as to observe carefully.
 (C) (D)

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.

When you have finished reading the passage, you will use the mouse to click on **Proceed**. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for teacher training, institutes for inservice teacher education, and lyceums for adult education. He was also instrumental in improving salaries for teachers and creating school libraries.

Mann's ideas about school reform were developed and distributed in the twelve annual reports to the state of Massachusetts that he wrote during his tenure as secretary of education. Considered quite radical at the time, the Massachusetts reforms later served as a model for the nation's educational system. Mann was formally recognized as the father of public education.

During his lifetime, Horace Mann worked tirelessly to extend educational opportunities to agrarian families and the children of poor laborers. In one of his last speeches he summed up his philosophy of education and life: "Be ashamed to die until you have won some victory for humanity." Surely, his own life was an example of that philosophy.

- Which of the following titles would best express the main topic of the passage?
 - The Father of American Public Education
 - Philosophy of Education
 - The Massachusetts State Board of Education
 - Politics of Educational Institutions
- Why does the author mention Horace Mann's early life?
 - As an example of the importance of an early education for success
 - To make the biography more complete
 - Because it served as the inspiration for his later work in education
 - In tribute to the teachers who helped him succeed
- The word **struggles** in paragraph 1 could best be replaced by
 - valuable experiences
 - happy situations
 - influential people
 - difficult times

Beginning

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early **struggles**.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age

4. The word **there** refers to
- (A) the Massachusetts legislature
 - (B) the state board of education
 - (C) Mann's legal practice
 - (D) his political career

Beginning

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. **There** he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age

5. The word **mandatory** in paragraph 2 is closest in meaning to

- (A) required
- (B) equal
- (C) excellent
- (D) basic

Beginning

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

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6. Look at the word **extended** in the passage. Click on another word or phrase in the **bold** text that is closest in meaning to **extended**.

More available

law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without **regret**, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was **extended** to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for **teacher** training, institutes for inservice teacher education, and lyceums for adult education. He was also instrumental in improving salaries for **teachers** and creating school libraries.

Mann's ideas about school reform were developed and distributed in the twelve annual

7. Click on the paragraph that explains how the educational reforms were **distributed**. Scroll the passage to see all of the paragraphs.

8. With which of the following statements would the author most probably agree?
- Ⓐ Horace Mann's influence on American education was very great.
 - Ⓑ A small but important influence on American education was exerted by Horace Mann.
 - Ⓒ Few educators fully understood Horace Mann's influence on American education.
 - Ⓓ The influence on American education by Horace Mann was not accepted or appreciated.
9. Horace Mann advocated all of the following EXCEPT
- Ⓐ a state board of education
 - Ⓑ a district school system
 - Ⓒ classes for adults
 - Ⓓ graded elementary schools
10. The reforms that Horace Mann achieved
- Ⓐ were not very radical for the time
 - Ⓑ were used only by the state of Massachusetts
 - Ⓒ were later adopted by the nation as a model
 - Ⓓ were enforced by the Massachusetts bar
11. With which of the following statements would Horace Mann most probably agree?
- Ⓐ Think in new ways.
 - Ⓑ Help others.
 - Ⓒ Study as much as possible.
 - Ⓓ Work hard.

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes of construction that reflect unity, balance, proportion, rhythm, and scale. Like a sculptor, the organic architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.

From the outside, an organic structure is so much a part of nature that it is often obscured by it. In other words, it may not be easy, or maybe not even possible, for the human eye to separate the artificial structure from the natural terrain. Natural light, air, and view permeate the whole structure, providing a sense of communication with the outdoors. From the inside, living spaces open into one another. The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together. Moreover, the interiors are sparse. Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture.

12. According to the passage, what is another name for organic architecture?

- (A) Natural architecture
- (B) Aesthetic architecture
- (C) Principle architecture
- (D) Varied architecture

13. Look at the word **it** in the passage. Click on the word or phrase in the **bold** text that **it** refers to.

Beginning

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes

14. The word **ultimately** in paragraph 1 could best be replaced by

- (A) fortunately
- (B) eventually
- (C) supposedly
- (D) obviously

Beginning

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Natural principles, then, are principles of design, not style, expressed by means and modes

15. The word **upheld** in paragraph 1 is closest in meaning to
- (A) invalidated
 - (B) disputed
 - (C) promoted
 - (D) perceived

Beginning

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Natural principles, then, are principles of design, not style, expressed by means and modes

16. The following examples are all representative of natural architecture EXCEPT
- (A) a bank that is built to look like a Greek temple
 - (B) a bank built so that the location is important to the structure
 - (C) a bank that is built to conform to the colors of the natural surroundings
 - (D) a bank that is built to be functional rather than beautiful
17. Why does the author compare an organic architect to a sculptor?
- (A) To emphasize aesthetics
 - (B) To give an example of natural principles
 - (C) To make a point about the development of geometry
 - (D) To demonstrate the importance of style
18. The word **obscured** in paragraph 3 is closest in meaning to
- (A) difficult to see
 - (B) in high demand
 - (C) not very attractive
 - (D) mutually beneficial

End

structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.

From the outside, an organic structure is so much a part of nature that it is often **obscured** by it. In other words, it may not be easy, or maybe not even possible, for the human eye to separate the artificial structure from the natural terrain. Natural light, air, and view permeate the whole structure, providing a sense of communication with the outdoors. From the inside, living spaces open into one another. The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together. Moreover, the interiors are sparse. Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture.

19. Look at the word **contours** in the passage. Click on another word or phrase in the **bold** text that is closest in meaning to **contours**.

architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. **For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.**

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20. Click on the sentence in paragraph 3 that describes the furnishings appropriate for natural architecture.

Paragraph 3 is marked with an arrow (→).

architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.

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21. With which of the following statements would the author most probably agree?
- (A) Form follows function.
 - (B) Function follows form.
 - (C) Function is not important to form.
 - (D) Form and function are one.
22. Which of the following statements best describes the architect's view of nature?
- (A) Nature should be conquered.
 - (B) Nature should not be considered.
 - (C) Nature should be respected.
 - (D) Nature should be improved.

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

The earliest authentic works on European alchemy are those of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for gold, *moon* for silver, and the five known planets for base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan's terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners—the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of alchemy, but, of course, it was the literary alchemist who was more likely to produce a written record; therefore, much of what is known about the science of alchemy is derived from philosophers rather than from the alchemists who labored in laboratories.

Despite centuries of experimentation, laboratory alchemists failed to produce gold from other materials. However, they gained wide knowledge of chemical substances, discovered chemical properties, and invented many of the tools and techniques that are used by chemists today. Many laboratory alchemists earnestly devoted themselves to the scientific discovery of new compounds and reactions and, therefore, must be considered the legitimate forefathers of modern chemistry. They continued to call themselves alchemists, but they were becoming true chemists.

23. Which of the following is the main point of the passage?
- (A) There were both laboratory and literary alchemists.
 - (B) Base metals can be transmuted to gold by blending them with a substance more perfect than gold.
 - (C) Roger Bacon and St. Albertus Magnus wrote about alchemy.
 - (D) Alchemy was the predecessor of modern chemistry.
24. The word **authentic** in paragraph 2 could best be replaced by
- (A) valuable
 - (B) genuine
 - (C) complete
 - (D) comprehensible

Beginning

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

The earliest **authentic** works on European alchemy are those of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for

25. Look at the word **those** in the passage.
Click on the word or phrase in the **bold** text that **those** refers to.

Beginning

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

The earliest authentic works on European alchemy are **those** of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for

26. According to the alchemists, what is the difference between base metals and gold?

- (A) Perfection
(B) Chemical content
(C) Temperature
(D) Weight

27. Look at the word **asserted** in the passage.
Click on the word or phrase in the **bold** text that is closest in meaning to **asserted**.

Beginning

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

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Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for

28. According to the passage, what is the "philosopher's stone"?

- (A) Lead that was mixed with gold
(B) An element that was never found
(C) Another name for alchemy
(D) A base metal

29. The word **cryptic** in paragraph 3 could be replaced by which of the following?

- (A) scholarly
- (B) secret
- (C) foreign
- (D) precise

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further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to **cryptic** terminology to record the progress of their work. The term *sun* was used for gold, *moon* for silver, and the five known planets for base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan's terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners—the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of alchemy, but, of course, it was the literary alchemist who was more likely to produce a written record; therefore, much of what is known about the science

30. Why did the early alchemists use the terms *sun* and *moon*?

- (A) To keep the work secret
- (B) To make the work more literary
- (C) To attract philosophers
- (D) To produce a written record

31. Who were the first alchemists?

- (A) Chemists
- (B) Writers
- (C) Artisans
- (D) Linguists

32. In paragraph 3, the author suggests that we know about the history of alchemy because

- (A) the laboratory alchemists kept secret notes
- (B) the literary alchemists recorded it in writing
- (C) the mystical philosophers were not able to hide the secrets of alchemy
- (D) the historians were able to interpret the secret writings of the alchemists

Paragraph 3 is marked with an arrow (→).

More Available

further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

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33. With which of the following statements would the author most probably agree?

- (A) Alchemy must be considered a complete failure.
- (B) Some very important scientific discoveries were made by alchemists.
- (C) Most educated people dismissed alchemy during the time that it was practiced.
- (D) The literary alchemists were more important than the laboratory alchemists.

Human memory, formerly believed to be rather inefficient, is really much more sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

The memory trace is the term for whatever forms the internal representation of the specific information about the event stored in the memory. Assumed to have been made by structural changes in the brain, the memory trace is not subject to direct observation but is rather a theoretical construct that is used to speculate about how information presented at a particular time can cause performance at a later time. Most theories include the strength of the memory trace as a variable in the degree of learning, retention, and retrieval possible for a memory. One theory is that the fantastic capacity for storage in the brain is the result of an almost unlimited combination of interconnections between brain cells, stimulated by patterns of activity. Repeated references to the same information support recall. Or, to say that another way, improved performance is the result of strengthening the chemical bonds in the memory.

Psychologists generally divide memory into at least two types, short-term and long-term memory, which combine to form working memory. Short-term memory contains what we are actively focusing on at any particular time, but items are not retained longer than twenty or thirty seconds without verbal rehearsal. We use short-term memory when we look up a telephone number and repeat it to ourselves until we can place the call. On the other hand, long-term memory can store facts, concepts, and experiences after we stop thinking about them. All conscious processing of information, as in problem solving for example, involves both short-term and long-term memory. As we repeat, rehearse, and recycle information, the memory trace is strengthened, allowing that information to move from short-term memory to long-term memory.

34. Which of the following is the main topic of the passage?

- (A) Wilder Penfield
- (B) Neurosurgery
- (C) Human memory
- (D) Chemical reactions

35. The word **formerly** in paragraph 1 could best be replaced by

- (A) in the past
- (B) from time to time
- (C) in general
- (D) by chance

Beginning

Human memory, **formerly** believed to be rather inefficient, is really much more sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other *minor* events supposedly forgotten for many years suddenly emerged in detail.

The memory trace is the term for whatever forms the internal representation of the *specific* information about the event stored in the *memory*. Assumed to have been made by structural changes in the brain, the memory trace is not subject to direct observation but is rather a theoretical construct that is used to *speculate* about how information presented at a particular time can cause performance at a later time. Most theories include the strength of the memory trace as a variable in the degree of learning, *retention*, and retrieval possible for a memory. One theory is

36. Compared with a computer, human memory is

- (A) more complex
- (B) more limited
- (C) less dependable
- (D) less durable

37. Look at the word **sophisticated** in the passage. Click on the word in the **bold** text that is closest in meaning to **sophisticated**.

Beginning

Human memory, formerly believed to be rather inefficient, is really much more **sophisticated** than that of a computer. **Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed.** Dr. Wilder Penfield, a Canadian neurosurgeon, **proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives.** Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

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38. Look at the word **that** in the passage. Click on the word or phrase in the **bold** text that **that** refers to.

Beginning

Human memory, formerly believed to be rather inefficient, is really much more sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

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39. How did Penfield stimulate dreams and other minor events from the past?

- (A) By surgery
 (B) By electrical stimulation
 (C) By repetition
 (D) By chemical stimulation

40. According to the passage, the capacity for storage in the brain

- (A) can be understood by examining the physiology of the brain
 (B) is stimulated by patterns of activity
 (C) has a limited combination of relationships
 (D) is not influenced by repetition

41. The word **bonds** in paragraph 2 means

- (A) promises
 (B) agreements
 (C) connections
 (D) responsibilities

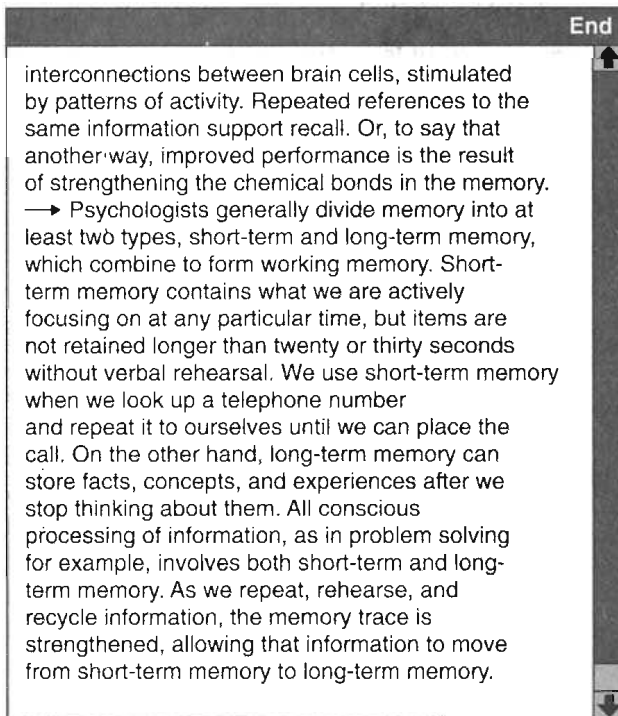
More Available

forms the internal representation of the specific information about the event stored in the memory. Assumed to have been made by structural changes in the brain, the memory trace is not subject to direct observation but is rather a theoretical construct that is used to speculate about how information presented at a particular time can cause performance at a later time. Most theories include the strength of the memory trace as a variable in the degree of learning, retention, and retrieval possible for a memory. One theory is that the fantastic capacity for storage in the brain is the result of an almost unlimited combination of interconnections between brain cells, stimulated by patterns of activity. Repeated references to the same information support recall. Or, to say that another way, improved performance is the result of strengthening the chemical **bonds** in the memory.

Psychologists generally divide memory into at least two types, short-term and long-term memory, which combine to form working memory. Short-term memory contains what we are actively focusing on at any particular time, but items are not retained longer than twenty or thirty seconds

42. Click on the sentence in paragraph 3 that defines working memory.

Paragraph 3 is marked with an arrow (→).



43. Why does the author mention looking up a telephone number?

- (A) It is an example of short-term memory.
- (B) It is an example of a weak memory trace.
- (C) It is an example of an experiment.
- (D) It is an example of how we move short-term memory to long-term memory.

44. All of the following are true of a memory trace EXCEPT that

- (A) it is probably made by structural changes in the brain
- (B) it is able to be observed directly by investigators
- (C) it is a theoretical construct that we use to form hypotheses
- (D) it is related to the degree of recall supported by repetition

45. With which of the following statements would the author most likely agree?

- (A) The mind has a much greater capacity for memory than was previously believed.
- (B) The physical basis for memory is clear.
- (C) Different points of view are valuable.
- (D) Human memory is inefficient.

To check your answers for Model Test 5, refer to the Answer Key on page 492. For an explanation of the answers, refer to the Explanatory Answers for Model Test 5 on pages 581–599.

Writing Section: Model Test 5

When you take a Model Test, you should use one sheet of paper, both sides. Time each Model Test carefully. After you have read the topic, you should spend 30 minutes writing. For results that would be closest to the actual testing situation, it is recommended that an English teacher score your test, using the guidelines on page 244 of this book.

Some people believe that it is very important to make large amounts of money, while others are satisfied to earn a comfortable living. Analyze each viewpoint and take a stand. Give specific reasons for your position.

Notes

To check your essay, refer to the Checklist on page 492. For an Example Essay, refer to the Explanatory Answers for Model Test 5 on pages 599–600.

Model Test 6

Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening Section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening Section, you will have an opportunity to adjust the volume of the sound. You may not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening Section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

- | | |
|---|---|
| <p>1. What does the woman mean?</p> <ul style="list-style-type: none"> <input type="radio"/> (A) She does not know how to play tennis. <input type="radio"/> (B) She has to study. <input type="radio"/> (C) She does not like the man. <input type="radio"/> (D) She does not qualify to play. | <p>3. What does the woman say about Ali?</p> <ul style="list-style-type: none"> <input type="radio"/> (A) He is studying only at the American Language Institute. <input type="radio"/> (B) He is taking three classes at the university. <input type="radio"/> (C) He is a part-time student. <input type="radio"/> (D) He is surprised. |
| <p>2. What does the woman mean?</p> <ul style="list-style-type: none"> <input type="radio"/> (A) She has no attendance policy. <input type="radio"/> (B) The attendance policy is not the same for undergraduates and graduate students. <input type="radio"/> (C) The grade will be affected by absences. <input type="radio"/> (D) This class is not for graduate students. | <p>4. What does the woman mean?</p> <ul style="list-style-type: none"> <input type="radio"/> (A) She will help the man. <input type="radio"/> (B) She is not Miss Evans. <input type="radio"/> (C) Dr. Warren has already gone. <input type="radio"/> (D) The man should wait for Dr. Warren to answer the call. |

5. What will the woman probably do?
- (A) Return home
 - (B) Ask someone else about the shuttle
 - (C) Make a telephone call
 - (D) Board the bus
6. What does the woman mean?
- (A) She will go to the bookstore.
 - (B) The books were too expensive.
 - (C) There weren't any math and English books left.
 - (D) She does not need any books.
7. What does the woman suggest the man do?
- (A) Take a different route
 - (B) Leave earlier than planned
 - (C) Wait until seven to leave
 - (D) Stay at home
8. What does the woman mean?
- (A) The class with the graduate assistant is very enjoyable.
 - (B) The students make a log of errors in the class.
 - (C) The graduate assistant ridicules his students.
 - (D) She is sorry that she took the class with the graduate assistant.
9. What does the man mean?
- (A) He did not mean to insult the woman.
 - (B) What he said to Susan was true.
 - (C) The woman does not have an accent.
 - (D) Susan did not report the conversation accurately.
10. What does the woman agree to do for the man?
- (A) Tell him the time
 - (B) Take care of his bag
 - (C) Help him find his books
 - (D) Go with him
11. What does the man mean?
- (A) He has heard the woman talk about this often.
 - (B) He understands the woman's point of view.
 - (C) He is too tired to talk about it.
 - (D) He can hear the woman very well.
12. What does the woman imply?
- (A) Mike does not have a car.
 - (B) Mike's brother is taking a break.
 - (C) Mike is in Florida.
 - (D) Mike is visiting his brother.
13. What does the woman advise the man to do?
- (A) Get a job
 - (B) Finish the assignment
 - (C) Begin his project
 - (D) Pay his bills
14. What does the woman mean?
- (A) She is not sure about going.
 - (B) She does not want to go to the show.
 - (C) She wants to know why the man asked her.
 - (D) She would like to go with the man.
15. What had the woman assumed about Bill and Carol?
- (A) They would not get married.
 - (B) They were still away on their honeymoon.
 - (C) They didn't go on a honeymoon.
 - (D) They had not planned a large wedding.
16. What does the woman mean?
- (A) She has already reviewed for the test.
 - (B) The test is important to her.
 - (C) The review session will not be helpful.
 - (D) The man does not understand her.
17. What will the man probably do?
- (A) Telephone his sponsor
 - (B) Collect his check
 - (C) Help the woman to look for his check
 - (D) Ask the woman to look again

QUESTION DIRECTIONS — Part B

In Part B of the Listening Section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. What is Gary's problem?

- (A) He is sick with the flu.
- (B) He is in the hospital.
- (C) He has missed some quizzes.
- (D) He is behind in lab.

19. What does Gary want Margaret to do?

- (A) Go to lab for him
- (B) Let him copy her notes
- (C) Help him study
- (D) Be his lab partner

20. What does Margaret offer to do?

- (A) Meet with him to clarify her notes
- (B) Make a copy of the quizzes for him
- (C) Read his notes before the next lab
- (D) Show him how to do the lab experiments

21. What is Margaret's attitude in this conversation?

Click on 2 answers.

- (A) Helpful
- (B) Worried
- (C) Apologetic
- (D) Friendly

22. What is the main topic of this lecture?

- (A) Novelists of this century
- (B) F. Scott Fitzgerald's work
- (C) First novels by young authors
- (D) Film versions of F. Scott Fitzgerald's novels

23. Why wasn't Fitzgerald more successful in his later life?

Click on 2 answers.

- (A) He had little natural talent.
- (B) He was a compulsive drinker.
- (C) The film versions of his books were not successful.
- (D) He did not adjust to a changing world.

24. According to the lecturer, what do we know about the novels written by F. Scott Fitzgerald?

- (A) They described the Jazz Age.
- (B) They described the Deep South.
- (C) They were based upon war experiences.
- (D) They were written in stream-of-consciousness style.

25. What does the professor want the class to do after the lecture?

- (A) Write a book report
- (B) Read one of Fitzgerald's books
- (C) Watch and discuss a video
- (D) Research Fitzgerald's life

26. What is the main purpose of the talk?

- (A) To explain chamber music
- (B) To give examples of composers
- (C) To congratulate the University Quartet
- (D) To introduce madrigal singing

27. What is the origin of the term *chamber music*?

- (A) A medieval musical instrument
- (B) An old word that means small group
- (C) A place where the music was played
- (D) A name of one of the musicians who created it

28. According to the speaker, which instruments are the most popular for chamber music?

Click on 2 answers.

- A Piano
- B Brass
- C Strings
- D Percussion

29. Why does the speaker mention Johann Sebastian Bach?

- A He was a famous composer.
- B He composed the pieces that will be performed.
- C He wrote vocal chamber music.
- D He wrote trio sonatas.

30. What will the listeners hear next?

- A A discussion of music from the eighteenth century
- B A concert by the University Quartet
- C An introduction to religious music
- D A history of music from the Elizabethan Period

31. Why did the man go to the Chemical Engineering Department?

- A To make an appointment
- B To cancel his appointment
- C To change his appointment time
- D To rearrange his schedule so that he could keep his appointment

32. What does the woman say about Dr. Benjamin?

- A He is busy on Wednesday.
- B He will not be in on Wednesday.
- C He does not schedule appointments on Wednesday.
- D He will be moving his Wednesday appointment to Thursday this week.

33. What did the secretary offer to do?

- A Give him an appointment at three o'clock on Wednesday
- B Give him an appointment at either four-thirty on Wednesday or ten o'clock on Thursday
- C Give him an appointment at lunch time
- D Give him a new appointment earlier on the same day as his original appointment

34. What did the man decide to do?

- A Make a new appointment later
- B Cancel his regular appointment
- C Rearrange his schedule to keep his original appointment
- D Call back later when Dr. Benjamin is in

35. What is the main topic of this lecture?

- A Health food
- B The processing of bread
- C Organic gardens
- D Poisons

36. Which term is used to identify foods that have not been processed or canned?

- A Refined foods
- B Natural foods
- C Organic foods
- D Unprocessed foods

37. What happens to food when it is processed?

Click on 2 answers.

- A Some toxic chemicals may be added.
- B The food is cooked.
- C Vitamins are added to the food.
- D The vitamin content is reduced.

38. Which word best describes the speaker's attitude toward health foods?

- A Uninformed
- B Convinced
- C Uncertain
- D Humorous

39. How did the professor define the Stone Age?
- (A) The time when the first agricultural communities were established
 - (B) The time when the glaciers from the last Ice Age receded
 - (C) The time when prehistoric humans began to make tools
 - (D) The time when metals were introduced as material for tools and weapons

40. According to the lecturer, which two occupations describe the Neanderthals?

- (A) Farmers
- (B) Hunters
- (C) Gatherers
- (D) Artisans

41. Identify the three time periods associated with the Stone Age.

Click on a phrase. Then click on the empty box in the correct row.

Use each phrase only once.

- A appearance of *Homo sapiens***
- B establishment of agricultural villages**
- C use of tools**

Old Stone Age	
Middle Stone Age	
Late Stone Age	

42. Why did tools change during the Late Stone Age?

- (A) They began to be used for domestic purposes.
- (B) They were not strong enough for the cold weather.
- (C) They were adapted as farm tools.
- (D) They were more complex as humans became more creative.

43. What marked the end of the Stone Age?

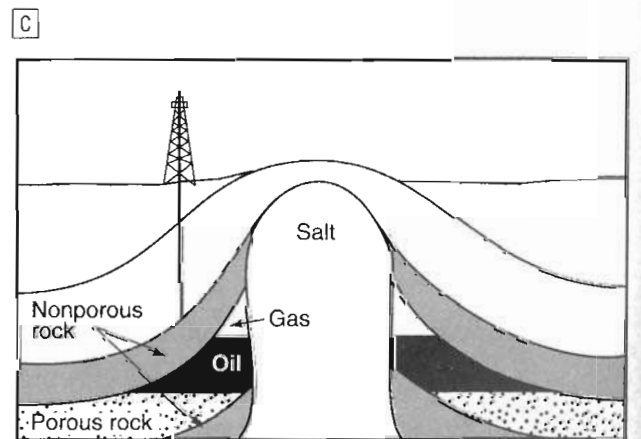
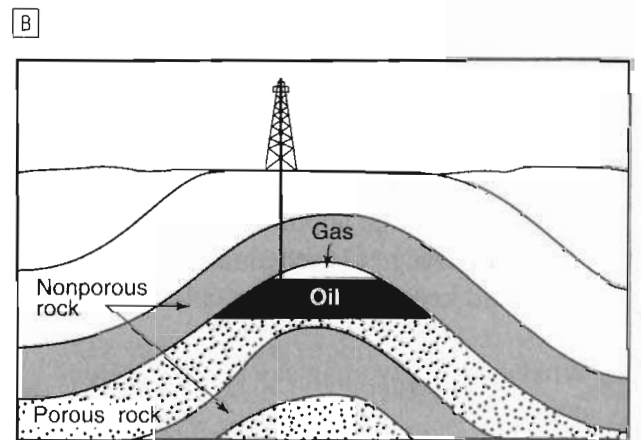
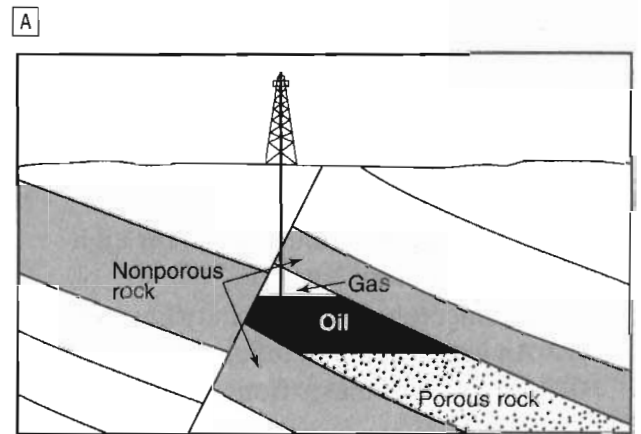
- (A) The introduction of farming
- (B) The preference for metal tools
- (C) The decline of Neanderthals
- (D) The onset of the Ice Age

44. What is a trap?

- (A) A man-made storage area for oil
- (B) Gas and water that collect near oil deposits
- (C) An underground formation that stops the flow of oil
- (D) Cracks and holes that allow the oil to move

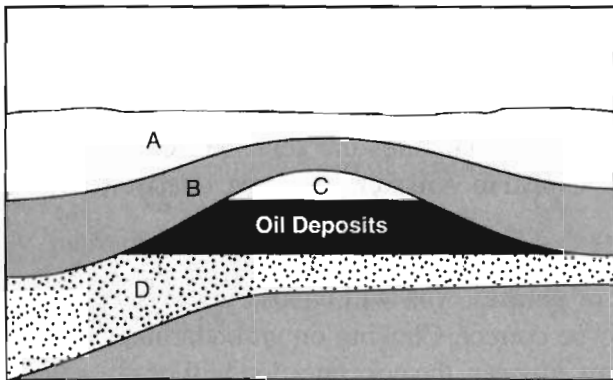
45. Select the diagram of the anticline trap that was described in the lecture.

Click on a diagram.



46. Identify the nonporous rock in the diagram.

Click on the letter.



47. According to the speaker, how can geologists locate salt domes?

- A They look for a bulge in an otherwise flat area.
- B They look for an underground rock formation shaped like an arch.
- C They look for salt on the surface of the area.
- D They look for a large crack in the Earth.

48. What is the woman's problem?

- A She does not want to take the course.
- B She does not know which professor to choose.
- C She does not understand the course requirements.
- D She does not want to take the man's advice.

49. What do Dr. Perkins and Dr. Robinson have in common?

- A They teach two different sections of the same class.
- B They both use traditional teaching methods.
- C They have been teaching for a long time.
- D They are not considered very good teachers.

50. Why did the woman decide to take the class with Dr. Robinson?

Click on 2 answers.

- A She has already taken classes with Dr. Robinson.
- B She prefers to take lecture classes.
- C She wants to take the class with the man.
- D She likes a more traditional approach to teaching.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

1. When friends insist on _____ expensive gifts, it makes most Americans uncomfortable.
 - (A) them to accept
 - (B) their accepting
 - (C) they accepting
 - (D) they accept

2. Gilbert Stuart is considered by most art critics _____ greatest portrait painter in the North American colonies.
 - (A) that he was
 - (B) as he was
 - (C) who was the
 - (D) the

3. The extent to which an individual is a product of either heredity or environment cannot proved, but several theories have been proposed.
 - (A)
 - (B)
 - (C)
 - (D)

4. A child in the first grade tends to be _____ all of the other children in the class.
 - (A) the same old to
 - (B) the same age than
 - (C) as old like
 - (D) the same age as

5. The bird's egg is such an efficient structure for protecting the embryo inside _____ difficult for the hatchling to break.
 - (A) that is
 - (B) that
 - (C) and is
 - (D) that it is

6. Jane Addams had already established Hull House in Chicago and began her work in the Women's Suffrage Movement when she was awarded the Nobel Prize for peace.
 - (A)
 - (B)
 - (C)
 - (D)

7. The flag of the original first colonies may or may not have been made by Betsy Ross during the Revolution.
 - (A)
 - (B)
 - (C)
 - (D)

8. As a safety measure, the detonator for a nuclear device may be made of _____, each of which is controlled by a different employee.
 - (A) two equipments
 - (B) two pieces of equipments
 - (C) two pieces of equipment
 - (D) two equipment pieces

9. _____ that the English settled in Jamestown.
- (A) In 1607 that it was
(B) That in 1607
(C) Because in 1607
(D) It was in 1607
10. The most common form of treatment it is
(A) (B) (C)
mass inoculation and chlorination of
water sources.
(D)
11. An equilateral triangle is a triangle _____ and three angles of equal size.
- (A) that have three sides of equal length
(B) it has three sides equally long
(C) that has three sides of equal length
(D) having three equal length sides in it
12. _____ are found on the surface of the moon.
- (A) Craters and waterless seas that
(B) When craters and waterless seas
(C) Craters and waterless seas
(D) Since craters and waterless seas
13. Without alphabetical order, dictionaries
(A)
would be impossibility to use.
(B) (C) (D)
14. _____ two waves pass a given point simultaneously, they will have no effect on each other's subsequent motion.
- (A) So that
(B) They are
(C) That
(D) If
15. The Pickerel Frog, native to southern
(A)
Canada and the eastern United States,
should be avoided because their skin
(B) (C)
secretions are lethal to small animals and
irritating to humans.
(D)
16. Staying in a hotel costs _____ renting a room in a dormitory for a week.
- (A) twice more than
(B) twice as much as
(C) as much twice as
(D) as much as twice
17. Unlike most Europeans, many Americans _____ a bowl of cereal for breakfast every day.
- (A) used to eating
(B) are used to eat
(C) are used to eating
(D) use to eat
18. Scientists had previously estimated that the
(A)
Grand Canyon in Arizona is ten million
(B)
years old, but now, by using a more modern
(C)
dating method, they agree that the age is
closer to six million years.
(D)
19. Although jogging is a good way to lose
(A)
weight and improve one's physical
condition, most doctors recommend that the
(B)
potential jogger begin in a correct manner
(C)
by getting a complete checkup.
(D)
20. Some conifers, that is, tree that have cones,
(A) (B) (C)
are able to thrive on poor, thin soil.
(D)
21. Fast-food restaurants have become popular because many working people want _____.
- (A) to eat quickly and cheaply
(B) eating quickly and cheaply
(C) eat quickly and cheaply
(D) the eat quickly and cheaply

22. Airports must be located near to major population centers for the advantage of air transportation to be retained.
- (A) (B)
(C) (D)
23. On an untimed test, to answer accurately is more important than _____ .
- (A) a quick finish
(B) to finish quickly
(C) finishing quickly
(D) you finish quickly
24. It is imperative that a graduate student maintains a grade point average of "B" in his major field.
- (A) (B) (C) (D)
25. Dairying is concerned not only with the production of milk, but with the manufacture of milk products such as butter and cheese.
- (A) (B) (C) (D)

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.

When you have finished reading the passage, you will use the mouse to click on **Proceed**. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the Earth. Since temperature rises about 1°F for every sixty feet under the Earth's surface, and pressure increases with depth, water that seeps down in cracks and fissures until it reaches very hot rocks in the Earth's interior becomes heated to a temperature of approximately 290°F.

Water under pressure can remain liquid at temperatures above its normal boiling point, but in a geyser, the weight of the water nearer the surface exerts so much pressure on the deeper water that the water at the bottom of the geyser reaches much higher temperatures than does the water at the top of the geyser. As the deep water becomes hotter, and consequently lighter, it suddenly rises to the surface and shoots out of the surface in the form of steam and hot water. In turn, the explosion agitates all the water in the geyser reservoir, creating further explosions. Immediately afterward, the water again flows into the underground reservoir, heating begins, and the process repeats itself.

In order to function, then, a geyser must have a source of heat, a reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

Favorable conditions for geysers exist in regions of geologically recent volcanic activity, especially in areas of more than average precipitation. For the most part, geysers are located in three regions of the world: New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellowstone Park. Old Faithful erupts every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption. Old Faithful earned its name because, unlike most geysers, it has never failed to erupt on schedule even once in eighty years of observation.

- Which of the following is the main topic of the passage?
 - The Old Faithful geyser in Yellowstone National Park
 - The nature of geysers
 - The ratio of temperature to pressure in underground water
 - Regions of geologically recent volcanic activity
- In order for a geyser to erupt .
 - hot rocks must rise to the surface of the Earth
 - water must flow underground
 - it must be a warm day
 - the earth must not be rugged or broken
- Look at the word **approximately** in the passage. Click on another word or phrase in the **bold** text that is closest in meaning to **approximately**.

Beginning

A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the Earth. **Since temperature rises about 1°F for every sixty feet under the Earth's surface, and pressure increases with depth, water that seeps down in cracks and fissures until it reaches very hot rocks in the Earth's interior becomes heated to a temperature of approximately 290°F.**

Water under pressure can remain liquid at temperatures above its normal boiling point, but in a geyser, the weight of the water nearer the surface exerts so much pressure on the deeper water that the water at the bottom of the geyser reaches much higher temperatures than does the water at the top of the geyser. As the deep water becomes hotter, and consequently lighter, it suddenly rises to the surface and shoots out of the surface in the form of steam and hot water. In turn, the explosion agitates all the water in the geyser reservoir, creating further explosions. Immediately afterward, the water again flows into the underground reservoir, heating begins, and the process repeats itself.

4. The word **it** in paragraph 1 refers to

- (A) water
- (B) depth
- (C) pressure
- (D) surface

Beginning

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5. Click on the paragraph that explains the role of water pressure in an active geyser.

Scroll the passage to see all of the paragraphs.

6. As depth increases

- (A) pressure increases but temperature does not
- (B) temperature increases but pressure does not
- (C) both pressure and temperature increase
- (D) neither pressure nor temperature increases

7. Why does the author mention New Zealand and Iceland in paragraph 4?

- (A) To compare areas of high volcanic activity
- (B) To describe the Yellowstone National Park
- (C) To provide examples of areas where geysers are located
- (D) To name the two regions where all geysers are found

Paragraph 4 is marked with an arrow (→).

End

Immediately afterward, the water again flows into the underground reservoir, heating begins, and the process repeats itself.

In order to function, then, a geyser must have a source of heat, a reservoir where water can be stored until the temperature rises to an unstable point, an opening through which the hot water and steam can escape, and underground channels for resupplying water after an eruption.

→ Favorable conditions for geysers exist in regions of geologically recent volcanic activity, especially in areas of more than average precipitation. For the most part, geysers are located in three regions of the world: New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellowstone Park. Old Faithful erupts every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption. Old Faithful earned its name because, unlike most geysers, it has never failed to erupt on schedule even once in eighty years of observation.

8. How often does Old Faithful erupt?
- (A) Every 10 minutes
 - (B) Every 60 minutes
 - (C) Every 125 minutes
 - (D) Every 170 minutes
9. The word **expelling** in paragraph 4 is closest in meaning to
- (A) heating
 - (B) discharging
 - (C) supplying
 - (D) wasting

End

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10. What does the author mean by the statement **Old Faithful earned its name because, unlike most geysers, it has never failed to erupt on schedule even once in eighty years of observation**?
- (A) Old Faithful always erupts on schedule.
 - (B) Old Faithful is usually predictable.
 - (C) Old Faithful erupts predictably like other geysers.
 - (D) Old Faithful received its name because it has been observed for many years.
11. According to the passage, what is required for a geyser to function?
- (A) A source of heat, a place for water to collect, an opening, and underground channels
 - (B) An active volcano nearby and a water reservoir
 - (C) Channels in the Earth and heavy rainfall
 - (D) Volcanic activity, underground channels, and steam

This question has often been posed: Why were the Wright brothers able to succeed in an effort at which so many others had failed? Many explanations have been mentioned, but three reasons are most often cited. First, they were a team. Both men worked congenially and cooperatively, read the same books, located and shared information, talked incessantly about the possibility of manned flight, and served as a consistent source of inspiration and encouragement to each other. Quite simply, two geniuses are better than one.

Both were glider pilots. Unlike some other engineers who experimented with the theories of flight, Orville and Wilbur Wright experienced the practical aspects of aerodynamics by building and flying in kites and gliders. Each craft they built was slightly superior to the last, as they incorporated knowledge that they had gained from previous failures. They had realized from their experiments that the most serious challenge in manned flight would be stabilizing and maneuvering the aircraft once it was airborne. While others concentrated their efforts on the problem of achieving lift for take-off, the Wright brothers were focusing on developing a three-axis control for guiding their aircraft. By the time that the brothers started to build an airplane, they were already among the world's best glider pilots; they knew the problems of riding the air first hand.

In addition, the Wright brothers had designed more effective wings for the airplane than had been previously engineered. Using a wind tunnel, they tested more than two hundred different wing designs, recording the effects of slight variations in shape on the pressure of air on the wings. The data from these experiments allowed the Wright brothers to construct a superior wing for their aircraft.

In spite of these advantages, however, the Wright brothers might not have succeeded had they not been born at precisely the opportune moment in history. Attempts to achieve manned flight in the early nineteenth century were doomed because the steam engines that powered the aircrafts were too heavy in proportion to the power that they produced. But by the end of the nineteenth century, when the brothers were experimenting with engineering options, a relatively light internal combustion engine had already been invented, and they were able to bring the ratio of weight to power within acceptable limits for flight.

12. Which of the following is the main topic of the passage?
- (A) The reasons why the Wright brothers succeeded in manned flight
 - (B) The advantage of the internal combustion engine in the Wright brothers' experiments
 - (C) The Wright brothers' experience as pilots
 - (D) The importance of gliders to the development of airplanes
13. The word **cited** in paragraph 1 is closest in meaning to which of the following?
- (A) disregarded
 - (B) mentioned
 - (C) considered
 - (D) proven

Beginning

This question has often been posed: Why were the Wright brothers able to succeed in an effort at which so many others had failed? Many explanations have been mentioned, but three reasons are most often **cited**. First, they were a team. Both men worked congenially and cooperatively, read the same books, located and shared information, talked incessantly about the possibility of manned flight, and served as a consistent source of inspiration and encouragement to each other. Quite simply, two geniuses are better than one.

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14. The word **incessantly** in paragraph 1 could best be replaced by which of the following?
- (A) confidently
 (B) intelligently
 (C) constantly
 (D) optimistically

Beginning

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15. What kind of experience did the Wright brothers have that distinguished them from their competitors?
- (A) They were geniuses.
 (B) They were glider pilots.
 (C) They were engineers.
 (D) They were inventors.

16. Click on the sentence in paragraph 2 that explains the most serious problem that the Wright brothers anticipated in constructing a manned aircraft.
- Paragraph 2 is marked with an arrow (→).

More Available

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In addition, the Wright brothers had designed more effective wings for the airplane than had been previously engineered. Using a wind tunnel,

17. Look at the word **maneuvering** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **maneuvering**.

More Available

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18. Why does the author suggest that the experiments with the wind tunnel were important?

- (A) Because they allowed the Wright brothers to decrease the weight of their airplane to acceptable limits
- (B) Because they resulted in a three-axis control for their airplane
- (C) Because they were important in the refinement of the wings for their airplane
- (D) Because they used the data to improve the engine for their airplane

19. The word **they** in paragraph 3 refers to

- (A) the Wright brothers
- (B) aircraft
- (C) engines
- (D) attempts

more effective wings for the airplane than had been previously engineered. Using a wind tunnel, they tested more than two hundred different wing designs, recording the effects of slight variations in shape on the pressure of air on the wings. The data from these experiments allowed the Wright brothers to construct a superior wing for their aircraft.

In spite of these advantages, however, the Wright brothers might not have succeeded had they not been born at precisely the opportune moment in history. Attempts to achieve manned flight in the early nineteenth century were doomed because the steam engines that powered the aircrafts were too heavy in proportion to the power that **they** produced. But by the end of the nineteenth century, when the brothers were experimenting with engineering options, a relatively light internal combustion engine had already been invented, and they were able to bring the ratio of weight to power within acceptable limits for flight.

20. The word **doomed** in paragraph 4 is closest in meaning to

- (A) destined to fail
- (B) difficult to achieve
- (C) taking a risk
- (D) not well planned

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21. In paragraph 4, the author suggests that the steam engines used in earlier aircraft had failed because
- (A) They were too small to power a large plane.
 - (B) They were too light to generate enough power.
 - (C) They did not have internal combustion power.
 - (D) They did not have enough power to lift their own weight.

Paragraph 4 is marked with an arrow (→).

End

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22. The passage discusses all of the following reasons that the Wright brothers succeeded EXCEPT
- (A) They worked very well together.
 - (B) They both had practical experience building other aircraft.
 - (C) They made extensive tests before they completed the design.
 - (D) They were well funded.

The influenza virus is a single molecule composed of millions of individual atoms. Although bacteria can be considered a type of plant, secreting poisonous substances into the body of the organism they attack, viruses, like the influenza virus, are living organisms themselves. We may consider them regular chemical molecules since they have strictly defined atomic structure; but on the other hand, we must also consider them as being alive since they are able to multiply in unlimited quantities.

An attack brought on by the presence of the influenza virus in the body produces a temporary immunity, but, unfortunately, the protection is against only the type of virus that caused the influenza. Because the disease can be produced by any one of three types, referred to as A, B, or C, and many varieties within each type, immunity to one virus will not prevent infection by other types or strains. Protection from the influenza virus is also complicated by the fact that immunity to a specific virus persists for **less than** a year. Finally, because a virus may periodically change characteristics, the problem of mutation makes it difficult to carry out a successful immunization program. Vaccines are often ineffective against newly evolving strains.

Approximately every ten years, worldwide epidemics of influenza called pandemics occur. Thought to be caused by new strains of type-A virus, these pandemic viruses have spread rapidly, infecting millions of people.

Vaccines have been developed that have been found to be 70 to 90 percent effective for at **least six** months against either A or B types of the influenza virus, and a genetically engineered live-virus vaccine is under development. Currently, the United States Public Health Service recommends annual vaccination only for those at greatest risk of complications from influenza, including pregnant women and the elderly. Nevertheless, many other members of the general population request and receive flu shots every year, and even more are immunized during epidemic or pandemic cycles.

23. Which of the following is the main topic of the passage?

- (A) The influenza virus
- (B) Immunity to disease
- (C) Bacteria
- (D) Chemical molecules

24. According to this passage, bacteria are

- (A) poisons
- (B) very small
- (C) larger than viruses
- (D) plants

25. Look at the word **themselves** in the passage. Click on the word or phrase in the **bold** text that **themselves** refers to.

Beginning

The influenza virus is a single molecule composed of millions of individual atoms. **Although bacteria can be considered a type of plant, secreting poisonous substances into the body of the organism they attack, viruses, like the influenza virus, are living organisms themselves.** We may consider them regular chemical molecules since they have strictly defined atomic structure; but on the other hand, we must also consider them as being alive since they are able to multiply in unlimited quantities.

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26. The word **strictly** in paragraph 1 could best be replaced by

- (A) unusually
- (B) completely
- (C) broadly
- (D) exactly

Beginning

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27. The atomic structure of viruses

- (A) is variable
- (B) is strictly defined
- (C) cannot be analyzed chemically
- (D) is more complex than that of bacteria

28. Why does the author say that viruses are alive?

- (A) They have a complex atomic structure.
- (B) They move.
- (C) They multiply.
- (D) They need warmth and light.

29. The word **unlimited** in paragraph 1 could best be replaced by which of the following?

- (A) very small
- (B) very large
- (C) very similar
- (D) very different

More Available

poisonous substances into the body of the organism they attack, viruses, like the influenza virus, are living organisms themselves. We may consider them regular chemical molecules since they have strictly defined atomic structure; but on the other hand, we must also consider them as being alive since they are able to multiply in **unlimited** quantities.

An attack brought on by the presence of the influenza virus in the body produces a temporary immunity, but, unfortunately, the protection is against only the type of virus that caused the influenza. Because the disease can be produced by any one of three types, referred to as A, B, or C, and many varieties within each type, immunity to one virus will not prevent infection by other types or strains. Protection from the influenza virus is also complicated by the fact that immunity to a specific virus persists for less than a year. Finally, because a virus may periodically change characteristics, the problem of mutation makes it difficult to carry out a successful immunization program. Vaccines are often ineffective against newly evolving strains.

Approximately every ten years, worldwide epidemics of influenza called pandemics occur.

30. Look at the word **strains** in the passage. Click on another word or phrase in the **bold** text that is closest in meaning to **strains**.

More Available

only the type of virus that caused the influenza. Because the disease can be produced by any one of three types, referred to as A, B, or C, and many varieties within each type, **immunity to one virus will not prevent infection by other types or strains.** Protection from the influenza virus is also complicated by the fact that immunity to a specific virus persists for less than a year. Finally, because a virus may periodically change characteristics, the problem of mutation makes it difficult to carry out a successful immunization program. Vaccines are often ineffective against newly evolving strains.

Approximately every ten years, worldwide epidemics of influenza called pandemics occur. Thought to be caused by new strains of type-A virus, these pandemic viruses have spread rapidly, infecting millions of people.

Vaccines have been developed that have been found to be 70 to 90 percent effective for at least six months against either A or B types of the influenza virus, and a genetically engineered live-virus vaccine is under development. Currently, the United States Public Health Service recommends annual vaccination only for those at greatest risk of complications from

31. The following sentence can be added to the passage.

Epidemics or regional outbreaks have appeared on the average every two or three years for type-A virus, and every four or five years for type-B virus.

Where would it best fit into the passage?

Click on the square (■) to add the sentence to the passage.

Scroll the passage to see all of the choices.

End

mutation makes it difficult to carry out a successful immunization program. Vaccines are often ineffective against newly evolving strains.

■ Approximately every ten years, worldwide epidemics of influenza called pandemics occur. Thought to be caused by new strains of type-A virus, these pandemic viruses have spread rapidly, infecting millions of people.

Vaccines have been developed that have been found to be 70 to 90 percent effective for at least six months against either A or B types of the influenza virus, and a genetically engineered live-virus vaccine is under development. ■ Currently, the United States Public Health Service recommends annual vaccination only for those at greatest risk of complications from influenza, including pregnant women and the elderly.

■ Nevertheless, many other members of the general population request and receive flu shots every year, and even more are immunized during epidemic or pandemic cycles. ■

32. According to the passage, how does the body react to the influenza virus?

- (A) It prevents further infection to other types and strains of the virus.
- (B) It produces immunity to the type and strain of virus that invaded it.
- (C) It becomes immune to types A, B, and C viruses, but not to various strains within the types.
- (D) After a temporary immunity, it becomes even more susceptible to the type and strain that caused the influenza.

33. The passage discusses all of the following as characteristics of pandemics EXCEPT

- Ⓐ they spread very quickly
- Ⓑ they are caused by type-A virus
- Ⓒ they are regional outbreaks
- Ⓓ they occur once every ten years

The Federal Reserve System, as an independent agency of the United States government, is charged with overseeing the national banking system. Since 1913 the Federal Reserve System, commonly called the Fed, has served as the central bank for the United States. The system consists of twelve District Reserve Banks and their branch offices, along with several committees and councils. All national commercial banks are required by law to be members of the Fed, and all deposit-taking institutions like credit unions are subject to regulation by the Fed regarding the amount of deposited funds that must be held in reserve and that by definition, therefore, are not available for loans. The most powerful body is the seven-member Board of Governors in Washington, appointed by the President and confirmed by the Senate.

The System's primary function is to control monetary policy by influencing the cost and availability of money and credit through the purchase and sale of government securities. If the Federal Reserve provides too little money, interest rates tend to be high, borrowing is expensive, business activity slows down, unemployment goes up, and danger of recession is augmented. If there is too much money, interest rates decline, and borrowing can lead to excess demand, pushing up prices and fueling inflation.

The Fed has several responsibilities in addition to controlling the money supply. In collaboration with the U.S. Department of the Treasury, the Fed puts new coins and paper currency into circulation by issuing them to banks. It also supervises the activities of member banks abroad, and regulates certain aspects of international finance.

It has been said that the Federal Reserve is actually a fourth branch of the United States government because it is composed of national policy makers. However, in practice, the Federal Reserve does not stray from the financial policies established by the executive branch of the government. Although it is true that the Fed does not depend on Congress for budget allocations, and therefore is free from the partisan politics that influence most of the other governmental bodies, it is still responsible for frequent reports to the Congress on the conduct of monetary policies.

34. Which of the following is the most appropriate title for the passage?
- (A) Banking
 (B) The Federal Reserve System
 (C) The Board of Governors
 (D) Monetary Policies
35. The word **overseeing** in paragraph 1 is closest in meaning to
- (A) supervising
 (B) maintaining
 (C) financing
 (D) stimulating

Beginning

The Federal Reserve System, as an independent agency of the United States government, is charged with **overseeing** the national banking system. Since 1913 the Federal Reserve System, commonly called the Fed, has served as the central bank for the United States. The system consists of twelve District Reserve Banks and their branch offices, along with several committees and councils. All national commercial banks are required by law to be members of the Fed, and all deposit-taking institutions like credit unions are subject to regulation by the Fed regarding the amount of deposited funds that must be held in reserve and that by definition, therefore, are not available for loans. The most powerful body is the seven-member Board of Governors in Washington, appointed by the President and confirmed by the Senate.

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36. The word **confirmed** in paragraph 1 could best be replaced by
- (A) modified
 (B) considered
 (C) examined
 (D) approved

Beginning

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The System's primary function is to control monetary policy by influencing the cost and availability of money and credit through the purchase and sale of government securities. If the Federal Reserve provides too little money, interest rates tend to be high, borrowing is expensive,

37. According to the passage, the principal responsibility of the Federal Reserve System is
- (A) to borrow money
 (B) to regulate monetary policies
 (C) to print government securities
 (D) to appoint the Board of Governors