

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.

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,

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

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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

38. The word **securities** in paragraph 2 is intended to mean

- (A) debts
- (B) bonds
- (C) protection
- (D) confidence

More Available

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

39. What happens when the Federal Reserve provides too little money?

- (A) Demand for loans increases.
- (B) Unemployment slows down.
- (C) Interest rates go up.
- (D) Businesses expand.

40. In paragraph 2, the author suggests that inflation is caused by

- (A) high unemployment rates
- (B) too much money in the economy
- (C) very high fuel prices
- (D) a limited supply of goods

Paragraph 2 is marked with an arrow (→).

More Available

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

End

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.

42. Click on the paragraph that outlines the responsibilities of the Fed to banks overseas.

Scroll the passage to see all of the paragraphs.

43. What does the author mean by the statement **However, in practice, the Federal Reserve does not stray from the financial policies established by the executive branch of the government**?
- (A) The Fed is more powerful than the executive branch of the government.
- (B) The policies of the Fed and those of the executive branch of the government are not the same.
- (C) The Fed tends to follow the policies of the executive branch of the government.
- (D) The Fed reports to the executive branch of the government.

44. All of the following statements could be included in a summary of the passage EXCEPT:

- (A) The Federal Reserve is an independent agency of the United States government.
- (B) The Federal Reserve controls the flow of money and credit by buying and selling government securities.
- (C) The Federal Reserve issues new coins and currency to banks.
- (D) The Federal Reserve receives its yearly budget from Congress.

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

In fact, the Fed is not confined by the usual checks and balances that apply to the three official branches of government—the executive, the legislative, and the judicial.

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

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. ■

To check your answers for Model Test 6, refer to the Answer Key on page 493. For an explanation of the answers, refer to the Explanatory Answers for Model Test 6 on pages 600–620.

Writing Section: Model Test 6

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.

Advances in transportation and communication like the airplane and the telephone have changed the way that nations interact with each other in a global society. Choose another technological innovation that you think is important. Give specific reasons for your choice.

Notes

To check your essay, refer to the Checklist on page 493. For an Example Essay, refer to the Explanatory Answers for Model Test 6 on page 620.

Model Test 7

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> <p>(A) The man should leave the dorm.
 (B) The apartment would be noisy, too.
 (C) The man should not find an apartment.
 (D) The man is working too hard.</p> | <p>3. What will the woman probably do?</p> <p>(A) Send two transcripts to San Diego State
 (B) Prepare two transcripts
 (C) Give two transcripts to the man, and send one to San Diego State
 (D) Give the man three transcripts</p> |
| <p>2. What can we assume from this conversation?</p> <p>(A) The man and woman are eating lunch now.
 (B) The man will call the woman to arrange for lunch.
 (C) The man and woman have lunch at the same time.
 (D) The woman does not want to have lunch with the man.</p> | <p>4. What does the woman suggest the man do?</p> <p>(A) Leave a note for the professor
 (B) Give a note to the professor
 (C) Wait to speak with the professor
 (D) Go to the professor's class</p> |
| | <p>5. What can be inferred about Susan?</p> <p>(A) She will have two major fields of study.
 (B) She prefers teaching.
 (C) She does not talk with the woman very often.
 (D) She cannot make up her mind.</p> |

6. What are the speakers talking about?
- (A) The mail
 - (B) Grades for a class
 - (C) The newspaper
 - (D) The time of day
7. What had the woman assumed?
- (A) The graduation list has an error on it.
 - (B) The man had already graduated.
 - (C) The man's name is the same as that of another student.
 - (D) The graduation will not be until next spring.
8. What does the woman mean?
- (A) She did not apply yet.
 - (B) She is still not sure.
 - (C) She has decided to compete.
 - (D) She already has a scholarship.
9. What does the man imply?
- (A) He does not like the woman.
 - (B) He does not usually study at the library.
 - (C) He has received a letter.
 - (D) He will not go to the library.
10. What are the speakers talking about?
- (A) Toronto
 - (B) Plane fares
 - (C) Little towns
 - (D) The woman's vacation
11. How does the woman feel about the presentation?
- (A) She wants to go to the bookstore.
 - (B) She prefers to do the presentation alone.
 - (C) She does not want a book.
 - (D) She is not interested in the presentation.
12. What do we learn about the two students in this conversation?
- (A) Neither the man nor the woman was in class on Friday.
 - (B) The woman was at the airport while the man was in class.
 - (C) The man was with his mother while the woman was in class.
 - (D) The man and the woman were in New York together.
13. What does the man mean?
- (A) Returning home is not very expensive.
 - (B) There hasn't been any time to think about the trip.
 - (C) The time has passed quickly.
 - (D) He expected to be more enthusiastic.
14. What does the woman mean?
- (A) She always eats in the snack bar.
 - (B) She used to eat in the snack bar.
 - (C) She occasionally eats in the snack bar.
 - (D) She has never eaten in the snack bar.
15. What does the woman mean?
- (A) The man should rest.
 - (B) The man's health has improved.
 - (C) The man worries too much.
 - (D) The man is very ill.
16. What does the man mean?
- (A) He does not have an economics class.
 - (B) He likes to study economics.
 - (C) He used to take economics.
 - (D) He does not enjoy their economics class.
17. What does the man imply?
- (A) He does not have a topic for his project yet.
 - (B) He needs more than thirty-five participants.
 - (C) He is discouraged about the research.
 - (D) He lost some data for his research project.

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 prompted this conversation?

- (A) The student's final grade in a course
- (B) The professor's error
- (C) The student's midterm exam
- (D) The professor's book

19. Where is this conversation taking place?

- (A) In a doctor's office
- (B) In a college professor's office
- (C) In Rick's office
- (D) At a driver's license center

20. What is the grade that Rick received for the course?

- (A) B-
- (B) C+
- (C) D
- (D) F

21. Why did Rick receive a lower grade?

- (A) He did not do well on the midterm exam.
- (B) He failed the final exam.
- (C) He was often absent.
- (D) The system was not fair.

22. Why does the professor call on Diane?

- (A) She is a good student.
- (B) She asks a lot of questions.
- (C) She has young children.
- (D) She is majoring in linguistics.

23. What are two characteristics of the language of toddlers?

Click on 2 answers.

- (A) They use a large number of commands.
- (B) They repeat nouns and noun phrases.
- (C) They delete the endings of verbs.
- (D) They create one-word sentences.

24. What can be concluded about the phrase "We runned"?

- (A) The child is probably about two years old.
- (B) The child is learning regular verb endings now.
- (C) The child is correcting previous errors.
- (D) The child needs to be corrected.

25. By which age have most children learned the basic structures of language?

- (A) Three years old
- (B) Four years old
- (C) Five years old
- (D) Ten years old

26. What does the professor say about languages other than English?

- (A) Basically, the stages for language acquisition are the same for all languages.
- (B) The stages of learning a language discussed in this lecture are unique to English.
- (C) The basic stages of language acquisition cannot be generalized across language groups.
- (D) There is no evidence for the stages that children learn languages to compare language groups.

27. What suggestion does the professor make about the reading assignments?

- (A) Read them before class
- (B) Read them after the discussion
- (C) Read them following the lecture
- (D) Read them before the midterm

28. How are the points distributed for the course requirements?

Click on the number of points. Then click on the empty box in the correct row. Use each number only once.

- (A) 20 points (B) 30 points (C) 50 points

Final Examination	
Midterm Examination	
Final Project	

29. What are the choices for a project?

Click on 2 answers.

- (A) A book report to the class
- (B) A thirty-minute presentation
- (C) Readings on an assigned topic
- (D) A paper on a topic to be chosen by the writer

30. According to the professor, what should students do if they must be absent?

- (A) Call or send an e-mail to the professor
- (B) Let the secretary know
- (C) Do extra assignments
- (D) Come in during office hours to make up the class

31. What is the main purpose of this lecture?

- (A) To compare Earth with other planets
- (B) To explain a theory of the formation of diamonds
- (C) To introduce a group of astronomers from the University of Arizona
- (D) To criticize Marvin Ross

32. Which planets are being discussed?

Click on 2 answers.

- (A) Earth
- (B) Uranus
- (C) Neptune
- (D) Pluto

33. 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) Methane separates into hydrogen and carbon.
- (B) Diamonds are formed on the surface of the planet.
- (C) High pressure squeezes the carbon atoms.
- (D) Methane clouds cover the planet.

1

2

3

4

34. How does the speaker feel about the theory?

- (A) He is studying it at the university.
- (B) He agrees with it.
- (C) He is interested in it.
- (D) He thinks it is a joke.

35. What is the electoral college?

- (A) A representative group of citizens
- (B) The men who wrote the Constitution
- (C) An organization of all the political parties
- (D) All the candidates on the ballot

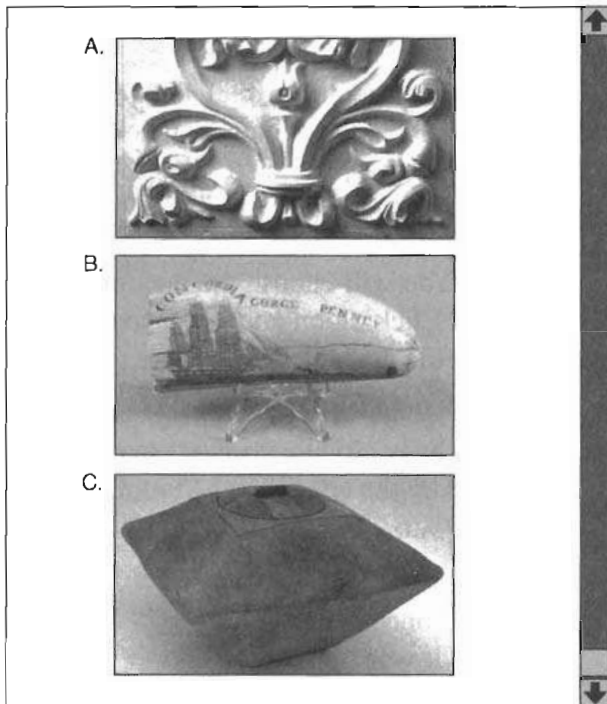
36. Why does the speaker mention Aaron Burr and Thomas Jefferson?

- (A) To give an example of an election before the electoral college was formed
- (B) To explain how candidates are nominated
- (C) To illustrate why there is a separate vote for vice-president
- (D) To demonstrate how well the system works

37. How are the people nominated for the electoral college?
- (A) Each political party nominates electors.
 - (B) Congress chooses electors.
 - (C) Candidates select their party's electors.
 - (D) The people present names to the electoral college.
38. What is the popular vote?
- (A) The people vote directly for the candidates.
 - (B) The electors vote for their party's candidate.
 - (C) The registered voters choose the electors.
 - (D) The Congress holds elections.
39. What is the man's problem?
- (A) He did not attend class.
 - (B) He did not take notes.
 - (C) He did not understand the lecture.
 - (D) He did not read the book.
40. Which type of meteorite is the most common?
- (A) The stone meteorite
 - (B) The iron meteorite
 - (C) The iron-metal meteorite
 - (D) The stony iron meteorite
41. How were most meteorites formed?
- Click on 2 answers.**
- (A) They were fragments of the Earth that escaped into space during the formation of the planet.
 - (B) They were fragments of large asteroids or comets that have broken loose.
 - (C) They were pieces of the moon or Mars that broke off during impact from an asteroid.
 - (D) They were small moons from planets that no longer exist in space.
42. What helped the woman follow the lecture?
- (A) She took excellent notes during the lecture.
 - (B) She read the chapters in the book before class.
 - (C) She re-read the chapters in the book after class.
 - (D) She compared notes with the man after class.
43. What is the purpose of this talk?
- (A) To summarize the history of the whaling industry
 - (B) To explain a folk art tradition
 - (C) To describe the life of sailors in the 1800s
 - (D) To discuss where scrimshaw may have gotten its name
44. Why does the lecturer mention the American Revolution and the Civil War?
- (A) The dates of the war provide a time frame for the lecture.
 - (B) The lecturer is discussing art produced by soldiers during the wars.
 - (C) The history of military art is the topic of the lecture.
 - (D) In general, the designs on scrimshaw are battle scenes.
45. Identify the two techniques used to create scrimshaw.
- Click on 2 answers.**
- (A) Draw designs with ink on wood, stone, and bone.
 - (B) Carve bone into figures.
 - (C) Cut designs on bone and fill them with ink.
 - (D) Carve designs from wood and stone.

46. Select the object that is the best example of scrimshaw.

Click on a picture.



47. Why has scrimshaw become so valuable?
- (A) There are fewer artists who know the techniques.
 - (B) The art is very difficult and time consuming to produce.
 - (C) Many practical objects made in the 1800s have not survived.
 - (D) Few modern collectors are interested in purchasing it.

48. What is the man trying to decide?

- (A) He may keep a zero balance on his credit card.
- (B) He may apply for a new credit card.
- (C) He may close his current credit card account.
- (D) He may pay the balance on his credit card.

49. Why is the man interested in the credit card?

Click on 2 answers.

- (A) The card does not require a credit check.
- (B) The card has lower interest rates.
- (C) The card has no annual fee.
- (D) The card allows a \$200 balance without interest.

50. Why does the man decide not to get the card?

- (A) He already has a credit card and does not need another one.
- (B) He is suspicious because everyone on campus received a letter.
- (C) His roommate advises him not to send in the application.
- (D) The card holder must maintain charges of at least \$200 every month.

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.

- Besides rain, _____ is seldom pure.
 - water naturally
 - natural water
 - water of nature
 - the nature's water
- Anyone reproducing copyrighted works _____ without the permission of the holders of the copyrights are breaking the law.
 -
 -
 -
 -
- Nitrogen must be combine with _____ another element such as hydrogen or oxygen _____ to be useful in agriculture or industry.
 -
 -
 -
 -
- In the sixteenth century, François Vieta, a _____ French mathematician, used the vowels _____ a, e, i, o, u to represent a unknown number.
 -
 -
 -
 -
- Burrowing animals provide paths for water in soil, and so do the roots of plants _____.
 - decaying and they dying
 - when they die and decay
 - they die and decay
 - when they will die and decay
- _____ a busy city, Pompeii was virtually destroyed by the eruption of Mount Vesuvius in 79 A.D.
 - Once
 - It was once
 - Once it was
 - That once
- The FDA was set up in 1940 _____ that maintain standards for the sale of food and drugs.
 - to enforce the laws
 - to enforcing laws
 - enforcing laws
 - enforced the laws
- Vasco da Gama, accompanied _____ by a large crew and a fleet of twenty ships, _____ were trying to establish Portuguese _____ domination in Africa and India during the _____ sixteenth century.
 -
 -
 -
 -
- The bridge at Niagara Falls spans the longer _____ unguarded border in the history of the world, _____ symbolizing the peace and goodwill that _____ exist between Canada and the United States.
 -
 -
 -
 -

10. In ancient times and throughout the Middle Ages, many people believed that the Earth is motionless.
 (A) (B) (C) (D)
11. Doublestars orbit _____.
 (A) each to the other
 (B) each other
 (C) each other one
 (D) other each one
12. With his father's guidance, Mozart begun playing the clavier at the age of three and composing at the age of five.
 (A) (B) (C) (D)
13. Programs such as Head Start were developed to prepare children from deprived situations to enter school without to experience unusual difficulties.
 (A) (B) (C) (D)
14. Almost poetry is more enjoyable when it is read aloud.
 (A) (B) (C) (D)
15. All the cereal grains _____ grow on the prairies and plains of the United States.
 (A) but rice
 (B) except the rice
 (C) but for rice
 (D) excepting rice
16. Supersonic transport such the Concorde was never widely accepted in part because of the problems of noise and atmospheric pollution.
 (A) (B) (C) (D)
17. Oscillatona, one of the few plants that can move about, _____ a wavy, gliding motion.
 (A) having
 (B) has
 (C) being
 (D) with
18. _____ a teacher in New England, Webster wrote the *Dictionary of the American Language*.
 (A) It was while
 (B) When
 (C) When was
 (D) While
19. A vine climbs from one tree to another, continuing to grow and support itself even when the original supporting tree is not longer alive.
 (A) (B) (C) (D)
20. Sometime ants keep smaller insects that give off honeydew, milking them regularly and even building barns to shelter them.
 (A) (B) (C) (D)
21. If a ruby is heated it _____ temporarily lose its color.
 (A) would
 (B) will
 (C) does
 (D) has
22. The neutron bomb provided the capable of a limited nuclear war in which buildings would be preserved, but people would be destroyed.
 (A) (B) (C) (D)

23. In 1776 to 1800, the population of the U.S.

(A)

(B)

continued to rise, reaching five million

(C)

(D)

citizens by the turn of the century.

24. Not until a student has mastered algebra

_____ the principles of geometry,
trigonometry, and physics.

(A) he can begin to understand

(B) can he begin to understand

(C) he begins to understand

(D) begins to understand

25. From space, astronauts are able to clearly see

(A)

(B)

(C)

the outline of the whole Earth.

(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.

Smallpox was the first widespread disease ever to be eliminated by human intervention. A highly contagious viral disease, it was endemic in Europe, causing the deaths of millions of people until the development of the vaccination by Edward Jenner around 1800. In many non-European nations, it remained a dreaded, often fatal illness until very recently. Its victims suffered high fever, vomiting, and painful, itchy pustules, pus-filled skin eruptions that left pits or pockmark scars. In villages and cities all over the world, scarred people showed that they had survived smallpox.

In May 1966, the World Health Organization (WHO), an agency of the United Nations, was authorized to initiate a global campaign to eradicate smallpox. The goal was to eliminate the disease in one decade. At the time, the disease posed a serious threat to people in thirty nations. More than 700 physicians, nurses, scientists, and other personnel from WHO joined about 200,000 health workers in the infected nations to battle the disease. Because similar projects for malaria and yellow fever had failed, few believed that a disease as widespread as smallpox could actually be eradicated, but eleven years after the initial organization of the anti-smallpox campaign, no cases were reported in the field.

The strategy that developed was to combat the disease at several levels. There was an education campaign, of course, so that the people in the threatened countries could be taught more about how the disease spread and become active participants in the fight against smallpox. Other strategies included not only providing mass vaccinations but also isolating patients with active smallpox in order to contain the spread of the disease, thus breaking the chain of human transmission. Monetary rewards for reporting smallpox assisted in motivating the public to aid health workers. One by one, each smallpox victim was sought out, removed from contact with others, and treated. At the same time, the entire village where the victim had lived was vaccinated.

By April of 1978, WHO officials announced that they had isolated the last known case of the disease, but health workers continued to search for new cases for two additional years to be completely sure. In May 1980, a formal statement was made to the global community. Today smallpox is no longer a threat to humanity. Routine vaccinations have been stopped worldwide.

- Which of the following is the best title for the passage?
 - The World Health Organization
 - The Eradication of Smallpox
 - Smallpox Vaccinations
 - Infectious Diseases
- Look at the word **eradicate** in the passage. Click on the word in the **bold** text that is closest in meaning to **eradicate**.

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eruptions that left pits or pockmark scars. In villages and cities all over the world, scarred people showed that they had survived smallpox.

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The strategy that developed was to combat the disease at several levels. There was an education campaign, of course, so that the people in the threatened countries could be taught more about how the disease spread and become active participants in the fight against smallpox. Other

3. The word **threat** in paragraph 2 could best be replaced by
- (A) debate
 - (B) humiliation
 - (C) risk
 - (D) bother

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eruptions that left pits or pockmark scars. In villages and cities all over the world, scarred people showed that they had survived smallpox.

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6. The word **they** in paragraph 4 refers to
- (A) years
 - (B) officials
 - (C) victims
 - (D) cases

End

education campaign, of course, so that the people in the threatened countries could be taught more about how the disease spread and become active participants in the fight against smallpox. Other strategies included not only providing mass vaccinations but also isolating patients with active smallpox in order to contain the spread of the disease, thus breaking the chain of human transmission. Monetary rewards for reporting smallpox assisted in motivating the public to aid health workers. One by one, each smallpox victim was sought out, removed from contact with others, and treated. At the same time, the entire village where the victim had lived was vaccinated.

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4. Click on the paragraph that explains the goal of the campaign against smallpox.

Scroll the passage to see all of the paragraphs.

5. According to the passage, what was the strategy used to eliminate the spread of smallpox?
- (A) Vaccinations of entire villages
 - (B) Treatment of individual victims
 - (C) Isolation of victims and mass vaccinations
 - (D) Extensive reporting of outbreaks

7. The word **isolated** in paragraph 4 is closest in meaning to

- (A) restored
- (B) separated
- (C) attended
- (D) located

End

education campaign, of course, so that the people in the threatened countries could be taught more about how the disease spread and become active participants in the fight against smallpox. Other strategies included not only providing mass vaccinations but also isolating patients with active smallpox in order to contain the spread of the disease, thus breaking the chain of human transmission. Monetary rewards for reporting smallpox assisted in motivating the public to aid health workers. One by one, each smallpox victim was sought out, removed from contact with others, and treated. At the same time, the entire village where the victim had lived was vaccinated.

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8. How was the public motivated to help the health workers?

- (A) By educating them
- (B) By rewarding them for reporting cases
- (C) By isolating them from others
- (D) By giving them vaccinations

9. Which one of the statements does NOT refer to smallpox?

- (A) Previous projects had failed.
- (B) People are no longer vaccinated for it.
- (C) The World Health Organization mounted a worldwide campaign to eradicate the disease.
- (D) It was a serious threat.

10. It can be inferred from the passage that

- (A) no new cases of smallpox have been reported this year
- (B) malaria and yellow fever have been reported this year
- (C) smallpox victims no longer die when they contract the disease
- (D) smallpox is not transmitted from one person to another

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

The number of smallpox-infected countries gradually decreased.

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

education campaign, of course, so that the people in the threatened countries could be taught **more** about how the disease spread and become **active** participants in the fight against smallpox. **Other** strategies included not only providing mass vaccinations but also isolating patients with **active** smallpox in order to contain the spread of **the** disease, thus breaking the chain of human transmission. Monetary rewards for reporting smallpox assisted in motivating the public to aid health workers. One by one, each smallpox **victim** was sought out, removed from contact **with others**, and treated. At the same time, the entire village where the victim had lived was **vaccinated**. ■

By April of 1978, WHO officials announced that they had isolated the last known case of **the** disease, but health workers continued to **search for** new cases for two additional years to be **completely** sure. ■ In May 1980, a formal statement was **made** to the global community. ■ Today smallpox is **no longer** a threat to humanity. ■ Routine vaccinations **have** been stopped worldwide.

The nuclear family, consisting of a mother, father, and their children, may be more an American ideal than an American reality. Of course, the so-called traditional American family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class, and religious customs among different American groups, but today diversity is even more obvious.

The most recent government census statistics reveal that only about one third of all current American families fits the traditional mold of two parents and their children, and another third consists of married couples who either have no children or have none still living at home. An analysis of the remaining one third of the population reveals that about 20 percent of the total number of American households are single people, the most common descriptor being women over sixty-five years of age. A small percentage, about 3 percent of the total, consists of unmarried people who choose to live together; and the rest, about 7 percent, are single parents, with at least one child.

There are several easily identifiable reasons for the growing number of single-parent households. First, the sociological phenomenon of single-parent households reflects changes in cultural attitudes toward divorce and also toward unmarried mothers. A substantial number of adults become single parents as a result of divorce. In addition, the number of children born to unmarried women who choose to keep their children and rear them by themselves has increased dramatically. Finally, there is a small percentage of single-parent families that have resulted from untimely death. Today, these varied family types are typical and, therefore, normal.

In addition, because many families live far from relatives, close friends have become a more important part of family life than ever before. The vast majority of Americans claim that they have people in their lives whom they regard as family although they are not related. A view of family that only accepts the traditional nuclear arrangement not only ignores the reality of modern American family life, but also undervalues the familial bonds created in alternative family arrangements. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

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

- (A) The traditional American family
- (B) The nuclear family
- (C) The current American family
- (D) The ideal family

13. Look at the word **reality** in the passage. Click on the word or phrase in the bold text that is opposite in meaning to **reality**.

Beginning

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There are several easily identifiable reasons

14. The word **current** in paragraph 2 could best be replaced by which of the following?

- (A) typical
- (B) present
- (C) perfect
- (D) traditional

Beginning

The nuclear family, consisting of a mother, father, and their children, may be more an American ideal than an American reality. Of course, the so-called traditional American family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class, and religious customs among different American groups, but today diversity is even more obvious.

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There are several easily identifiable reasons

15. The word **none** in paragraph 2 refers to

- (A) parents
- (B) children
- (C) couples
- (D) families

Beginning

The nuclear family, consisting of a mother, father, and their children, may be more an American ideal than an American reality. Of course, the so-called traditional American family was always more varied than we had been led to believe, reflecting the very different racial, ethnic, class, and religious customs among different American groups, but today diversity is even more obvious.

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There are several easily identifiable reasons

16. How many single people were identified in the survey?

- (A) One third of the total surveyed
- (B) One fourth of the total surveyed
- (C) One fifth of the total surveyed
- (D) Less than one tenth of the total surveyed

17. Who generally constitutes a one-person household?

- (A) A single man in his twenties
- (B) An elderly man
- (C) A single woman in her late sixties
- (D) A divorced woman

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

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The most recent government census statistics reveal that only about one third of all current American families fits the traditional mold of two parents and their children, and another third consists of married couples who either have no children or have none still living at home. **An analysis of the remaining one third of the population reveals that about 20 percent of the total number of American households are single people, the most common descriptor being women over sixty-five years of age. A small percentage, about 3 percent of the total, consists of unmarried people who choose to live together; and the rest, about 7 percent, are single parents, with at least one child.**

There are several easily identifiable reasons for the growing number of single-parent households. First, the sociological phenomenon of single-parent households reflects changes in cultural attitudes toward divorce and also toward unmarried mothers. A substantial number of adults become single parents as a result of divorce. In addition, the number of children born to unmarried women who choose to keep their

19. Click on the sentence in paragraph 4 that refers to the way that most Americans feel about close friends.

Paragraph 4 is marked with an arrow (→).

End

unmarried women who choose to keep their children and rear them by themselves has increased dramatically. Finally, there is a small percentage of single-parent families that have resulted from untimely death. Today, these varied family types are typical and, therefore, normal. → In addition, because many families live far from relatives, close friends have become a more important part of family life than ever before. The vast majority of Americans claim that they have people in their lives whom they regard as family although they are not related. A view of family that only accepts the traditional nuclear arrangement not only ignores the reality of modern American family life, but also undervalues the familial bonds created in alternative family arrangements. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

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

- (A) does not appreciate
 (B) does not know about
 (C) does not include
 (D) does not understand

End

unmarried women who choose to keep their children and rear them by themselves has increased dramatically. Finally, there is a small percentage of single-parent families that have resulted from untimely death. Today, these varied family types are typical and, therefore, normal. In addition, because many families live far from relatives, close friends have become a more important part of family life than ever before. The vast majority of Americans claim that they have people in their lives whom they regard as family although they are not related. A view of family that only accepts the traditional nuclear arrangement not only ignores the reality of modern American family life, but also **undervalues** the familial bonds created in alternative family arrangements. Apparently, many Americans are achieving supportive relationships in family forms other than the traditional one.

21. The passage discusses all of the following reasons for an increase in single-parent households EXCEPT
- (A) a rising divorce rate
 - (B) death of one of the parents
 - (C) increased interest in parenting by fathers
 - (D) babies born to single women
22. With which of the following statements would the author most probably agree?
- (A) There have always been a wide variety of family arrangements in the United States.
 - (B) Racial, ethnic, and religious groups have preserved the traditional family structure.
 - (C) The ideal American family is the best structure.
 - (D) Fewer married couples are having children.

Although noise, commonly defined as unwanted sound, is a widely recognized form of pollution, it is very difficult to measure because the discomfort experienced by different individuals is highly subjective and, therefore, variable. Exposure to lower levels of noise may be slightly irritating, whereas exposure to higher levels may actually cause hearing loss. Particularly in congested urban areas, the noise produced as a byproduct of our advancing technology causes physical and psychological harm but it also detracts from the quality of life for those exposed to it.

Unlike the eyes, which can be covered by the eyelids against strong light, the ear has no lid, and is, therefore, always open and vulnerable; noise penetrates without protection.

Noise causes effects that the hearer cannot control and to which the body never becomes accustomed. Loud noises instinctively signal danger to any organism with a hearing mechanism, including human beings. In response, heartbeat and respiration accelerate, blood vessels constrict, the skin pales, and muscles tense. In fact, there is a general increase in functioning brought about by the flow of adrenaline released in response to fear, and some of these responses persist even longer than the noise, occasionally as long as thirty minutes after the sound has ceased.

Because noise is unavoidable in a complex, industrial society, we are constantly responding in the same ways that we would respond to danger. Recently, researchers have concluded that noise and our response may be much more than an annoyance. It may be a serious threat to physical and psychological health and well-being, causing damage not only to the ear and brain but also to the heart and stomach. We have long known that hearing loss is America's number one nonfatal health problem, but now we are learning that some of us with heart disease and ulcers may be victims of noise as well. Fetuses exposed to noise tend to be overactive, they cry easily, and they are more sensitive to gastrointestinal problems after birth. In addition, the psychological effect of noise is very important. Nervousness, irritability, tension, and anxiety increase, affecting the quality of rest during sleep, and the efficiency of activities during waking hours, as well as the way that we interact with one another.

23. Which of the following is the author's main point?
- (A) Noise may pose a serious threat to our physical and psychological health.
 - (B) Loud noises signal danger.
 - (C) Hearing loss is America's number one nonfatal health problem.
 - (D) The ear is not like the eye.
24. According to the passage, what is noise?
- (A) Unwanted sound
 - (B) A byproduct of technology
 - (C) Physical and psychological harm
 - (D) Congestion
25. Why is noise difficult to measure?
- (A) It causes hearing loss.
 - (B) All people do not respond to it in the same way.
 - (C) It is unwanted.
 - (D) People become accustomed to it.
26. The word **congested** in paragraph 1 could best be replaced by
- (A) hazardous
 - (B) polluted
 - (C) crowded
 - (D) rushed
27. According to the passage, people respond to loud noises in the same way that they respond to
- (A) annoyance
 - (B) danger
 - (C) damage
 - (D) disease
28. Look at the word **accelerate** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **accelerate**.

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eyelids against strong light, the ear has no lid, and is, therefore, always open and vulnerable; noise penetrates without protection.

Noise causes effects that the hearer cannot control and to which the body never becomes accustomed. Loud noises instinctively signal danger to any organism with a hearing mechanism, including human beings. In response, heartbeat and respiration **accelerate**, blood vessels constrict, the skin pales, and muscles tense. **In fact, there is a general increase in functioning brought about by the flow of adrenaline released in response to fear, and some of these responses persist even longer than the noise, occasionally as long as thirty minutes after the sound has ceased.**

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Beginning

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

Beginning

Although noise, commonly defined as unwanted sound, is a widely recognized form of pollution, it is very difficult to measure because the discomfort experienced by different individuals is highly subjective and, therefore, variable. Exposure to lower levels of noise may be slightly irritating, whereas exposure to higher levels may actually cause hearing loss. **Particularly in congested urban areas, the noise produced as a byproduct of our advancing technology causes physical and psychological harm but it also detracts from the quality of life for those exposed to it.**

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30. The phrase **as well** in paragraph 4 is closest in meaning to which of the following?
- (A) after all
 (B) also
 (C) instead
 (D) regardless

End

Because noise is unavoidable in a complex, industrial society, we are constantly responding in the same ways that we would respond to danger. Recently, researchers have concluded that noise and our response may be much more than an annoyance. It may be a serious threat to physical and psychological health and well-being, causing damage not only to the ear and brain but also to the heart and stomach. We have long known that hearing loss is America's number one nonfatal health problem, but now we are learning that some of us with heart disease and ulcers may be victims of noise **as well**. Fetuses exposed to noise tend to be overactive, they cry easily, and they are more sensitive to gastrointestinal problems after birth. In addition, the psychological effect of noise is very important. Nervousness, irritability, tension, and anxiety increase, affecting the quality of rest during sleep, and the efficiency of activities during waking hours, as well as the way that we interact with one another.

31. It can be inferred from this passage that the eye
- (A) responds to fear
 (B) enjoys greater protection than the ear
 (C) increases functions
 (D) is damaged by noise
32. With which of the following statements would the author most probably agree?
- (A) Noise is not a serious problem today.
 (B) Noise is America's number-one problem.
 (C) Noise is an unavoidable problem in an industrial society.
 (D) Noise is a complex problem.
33. The following sentence can be added to the passage.

Investigations on human subjects have demonstrated that babies are affected by noise even before they are born.

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

Because noise is unavoidable in a complex, industrial society, we are constantly responding in the same ways that we would respond to danger. Recently, researchers have concluded that noise and our response may be much more than an annoyance. ■ It may be a serious threat to physical and psychological health and well-being, causing damage not only to the ear and brain but also to the heart and stomach. ■ We have long known that hearing loss is America's number one nonfatal health problem, but now we are learning that some of us with heart disease and ulcers may be victims of noise as well. ■ Fetuses exposed to noise tend to be overactive, they cry easily, and they are more sensitive to gastrointestinal problems after birth. ■ In addition, the psychological effect of noise is very important. Nervousness, irritability, tension, and anxiety increase, affecting the quality of rest during sleep, and the efficiency of activities during waking hours, as well as the way that we interact with one another.

Very few people in the modern world obtain their food supply by hunting and gathering in the natural environment surrounding their homes. This method of harvesting from nature's provision, however, is not only the oldest known subsistence strategy, but also the one that has been practiced continuously in some parts of the world for at least the last two million years. It was, indeed, the only way to obtain food until rudimentary farming and very crude methods for the domestication of animals were introduced about 10,000 years ago.

Because hunter-gatherers have fared poorly in comparison with their agricultural cousins, their numbers have dwindled, and they have been forced to live in the marginal wastelands. In higher latitudes, the shorter growing season has restricted the availability of plant life. Such conditions have caused a greater dependence on hunting and, along the coasts and waterways, on fishing. The abundance of vegetation in the lower latitudes of the tropics, on the other hand, has provided a greater opportunity for gathering a variety of plants. In short, the environmental differences have restricted the diet and have limited possibilities for the development of subsistence societies.

Contemporary hunter-gatherers may help us understand our prehistoric ancestors. We know from observation of modern hunter-gatherers in both Africa and Alaska that a society based on hunting and gathering must be very mobile. Following the food supply can be a way of life. If a particular kind of wild herding animal is the basis of the food for a group of people, those people must move to stay within reach of those animals. For many of the native people of the great central plains of North America, following the buffalo, who were in turn following the growth of grazing foods, determined their way of life.

For gathering societies, seasonal changes mean a great deal. While the entire community camps in a central location, a smaller party harvests the food within a reasonable distance from the camp. When the food in the area is exhausted, the community moves on to exploit another site. We also notice a seasonal migration pattern evolving for most hunter-gatherers, along with a strict division of labor between the sexes. These patterns of behavior may be similar to those practiced by humankind during the Paleolithic Period.

34. Which of the following is the main topic of the passage?
- (A) The Paleolithic Period
 - (B) Subsistence farming
 - (C) Hunter-gatherers
 - (D) Marginal environments
35. Which is the oldest subsistence strategy?
- (A) Migrating
 - (B) Domesticating animals
 - (C) Farming
 - (D) Hunting and gathering
36. When was hunting and gathering introduced?
- (A) Ten million years ago
 - (B) Two million years ago
 - (C) Ten thousand years ago
 - (D) Two thousand years ago
37. Look at the word **rudimentary** in the passage. Click on the word or phrase in the **bold** text that is closest in meaning to **rudimentary**.

Beginning

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38. The word **dwindled** in paragraph 2 is closest in meaning to
- (A) disagreed
 - (B) decreased
 - (C) disappeared
 - (D) died

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

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Because hunter-gatherers have fared poorly in comparison with their agricultural cousins, their numbers have dwindled, and they have been forced to live in the marginal wastelands. **In higher latitudes, the shorter growing season has restricted the availability of plant life. Such conditions have caused a greater dependence on hunting and, along the coasts and waterways, on fishing.** The abundance of vegetation in the lower latitudes of the tropics, on the other hand, has provided a greater opportunity for gathering a variety of plants. In short, the environmental differences have restricted the diet and have limited possibilities for the development of subsistence societies.

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40. In paragraph 2, the author explains that hunters and gatherers in lower latitudes found
- (A) more animals to hunt
 - (B) more coasts and waterways for fishing
 - (C) a shorter growing season
 - (D) a large variety of plant life

Paragraph 2 is marked with an arrow (→).

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continuously in some parts of the world for at least the last two million years. It was, indeed, the only way to obtain food until rudimentary farming and very crude methods for the domestication of animals were introduced about 10,000 years ago. → Because hunter-gatherers have fared poorly in comparison with their agricultural cousins, their numbers have dwindled, and they have been forced to live in the marginal wastelands. In higher latitudes, the shorter growing season has restricted the availability of plant life. Such conditions have caused a greater dependence on hunting and, along the coasts and waterways, on fishing. The abundance of vegetation in the lower latitudes of the tropics, on the other hand, has provided a greater opportunity for gathering a variety of plants. In short, the environmental differences have restricted the diet and have limited possibilities for the development of subsistence societies.

Contemporary hunter-gatherers may help us understand our prehistoric ancestors. We know from observation of modern hunter-gatherers in both Africa and Alaska that a society based on hunting and gathering must be very mobile.

41. Why does the author mention contemporary hunter-gatherers in paragraph 3?
- (A) Their seasonal migration patterns are important.
 - (B) Studying them gives us insights into the lifestyle of prehistoric people.
 - (C) There are very few examples of modern hunter-gatherer societies.
 - (D) Their societies are quite different from those of their ancestors.

Paragraph 3 is marked with an arrow (→).

More Available

the tropics, on the other hand, has provided a greater opportunity for gathering a variety of plants. In short, the environmental differences have restricted the diet and have limited possibilities for the development of subsistence societies.

→ Contemporary hunter-gatherers may help us understand our prehistoric ancestors. We know from observation of modern hunter-gatherers in both Africa and Alaska that a society based on hunting and gathering must be very mobile. Following the food supply can be a way of life. If a particular kind of wild herding animal is the basis of the food for a group of people, those people must move to stay within reach of those animals. For many of the native people of the great central plains of North America, following the buffalo, who were in turn following the growth of grazing foods, determined their way of life.

For gathering societies, seasonal changes mean a great deal. While the entire community camps in a central location, a smaller party harvests the food within a reasonable distance from the camp. When the food in the area is exhausted, the community moves on to exploit

42. The word **exploit** in paragraph 4 is closest in meaning to
- (A) use
 - (B) find
 - (C) take
 - (D) prepare

End

particular kind of wild herding animal is the basis of the food for a group of people, those people must move to stay within reach of those animals. For many of the native people of the great central plains of North America, following the buffalo, who were in turn following the growth of grazing foods, determined their way of life.

For gathering societies, seasonal changes mean a great deal. While the entire community camps in a central location, a smaller party harvests the food within a reasonable distance from the camp. When the food in the area is exhausted, the community moves on to **exploit** another site. We also notice a seasonal migration pattern evolving for most hunter-gatherers, along with a strict division of labor between the sexes. These patterns of behavior may be similar to those practiced by humankind during the Paleolithic Period.

43. What does the author mean by the statement **While the entire community camps in a central location, a smaller party harvests the food within a reasonable distance from the camp?**
- (A) Everyone is involved in hunting and gathering the food for the community.
 - (B) When the food has been harvested, the community has a celebration.
 - (C) A small group hunts and gathers food near the camp.
 - (D) The reason that the community harvests the food is that it is near the camp.

44. All of the patterns of behavior for hunter-gatherers are mentioned in the passage EXCEPT
- Ⓐ a small group plants food near the camp.
 - Ⓑ the group moves when the food supply is low.
 - Ⓒ men and women each have specific roles.
 - Ⓓ the seasons dictate the movement of the group.
45. Which of the following sentences should NOT be included in a summary of the passage?
- Ⓐ Hunter-gatherers are mobile, tending to migrate seasonally.
 - Ⓑ Hunter-gatherers share different responsibilities between the sexes.
 - Ⓒ Hunter-gatherers camp in a central location.
 - Ⓓ Hunter-gatherers have many social celebrations.

To check your answers for Model Test 7, refer to the Answer Key on page 494. For an explanation of the answers, refer to the Explanatory Answers for Model Test 7 on pages 621–640.

Writing Section: Model Test 7

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.

Leaders like John F. Kennedy and Martin Luther King have made important contributions to humanity. Name another world leader you think is important. Give specific reasons for your choice.

Notes

To check your essay, refer to the Checklist on page 494. For an Example Essay, refer to the Explanatory Answers for Model Test 8 on page 640.

Model Test 8 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 can be inferred about the woman?</p> <ul style="list-style-type: none"> (A) She is not his advisor. (B) She is not polite. (C) She does not have a course request form. (D) She will help the man. <p>2. What does the man mean?</p> <ul style="list-style-type: none"> (A) He is lost. (B) He needs a different course. (C) He will not withdraw from the class. (D) He doesn't know what he will do. | <p>3. What can be inferred about the man?</p> <ul style="list-style-type: none"> (A) He did not go to Dr. Peterson's class today. (B) The man is a student in the class that the woman teaches. (C) The man works in the same office as the woman. (D) The man is a teaching assistant for Dr. Peterson. <p>4. What will the man and woman probably do?</p> <ul style="list-style-type: none"> (A) Get the man some glasses (B) Sit together (C) Move to the front of the room (D) Have an argument |
|---|---|

5. How did the man feel about Montreal?
- Ⓐ He liked Montreal in the winter.
 - Ⓑ He liked Montreal spring, summer, and fall.
 - Ⓒ He liked Montreal all year round.
 - Ⓓ He did not like Montreal.
6. What does the man mean?
- Ⓐ He will place a wager.
 - Ⓑ He will pay later for his purchases.
 - Ⓒ He will do more than the required assignments.
 - Ⓓ He will go to his job.
7. What did the woman suggest?
- Ⓐ Use will power
 - Ⓑ Chew gum
 - Ⓒ Wear a nicotine patch
 - Ⓓ Join a support group
8. What does the man mean?
- Ⓐ The class is too long.
 - Ⓑ The class is too small.
 - Ⓒ He does not like the subject.
 - Ⓓ He does not want to say.
9. What does the man mean?
- Ⓐ He is asking where to go.
 - Ⓑ He is telling the woman to leave.
 - Ⓒ He is calling the woman a liar.
 - Ⓓ He is congratulating the woman.
10. What does the woman mean?
- Ⓐ Her roommate got the assistantship.
 - Ⓑ She is not going to take a full load.
 - Ⓒ Teaching is more difficult than studying.
 - Ⓓ The man is correct.
11. What is the woman's problem?
- Ⓐ Her back pack is too heavy.
 - Ⓑ She is not a very good student.
 - Ⓒ She cannot find her notebook.
 - Ⓓ She needs a ride home from class.
12. What does the woman mean?
- Ⓐ She already has an ID card.
 - Ⓑ She does not need her picture taken.
 - Ⓒ She is ready to leave.
 - Ⓓ She does not know where to go.
13. What does the woman suggest?
- Ⓐ The man should invite his friends to dinner.
 - Ⓑ The man's friends should come to his house.
 - Ⓒ The man could take a plant to his friends.
 - Ⓓ The man likes candy.
14. What will the woman probably do?
- Ⓐ Go with the man
 - Ⓑ Look on the other side of the hall
 - Ⓒ Get a different room
 - Ⓓ Return to the front desk
15. What does the woman imply?
- Ⓐ The application was lost.
 - Ⓑ The process takes about three weeks.
 - Ⓒ The response is probably in the mail.
 - Ⓓ The man should be patient.
16. What does the woman mean?
- Ⓐ She wants to use her passport for ID.
 - Ⓑ She does not have a driver's license.
 - Ⓒ She prefers to pay with a credit card.
 - Ⓓ She does not have any checks.
17. What does the man mean?
- Ⓐ He was polite to the committee.
 - Ⓑ The meeting went very well.
 - Ⓒ Additional members are needed for the committee.
 - Ⓓ The committee did not meet.

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 is the student in the dean's office?
- (A) Because he failed a class
 - (B) Because he needs some advice
 - (C) Because he was caught plagiarizing
 - (D) Because he stole a book
19. What is the student's excuse?
- (A) He says he didn't understand.
 - (B) He says someone else did it.
 - (C) He says he is sorry.
 - (D) He says he needs a tutor.
20. How does the dean punish the student?
- (A) By expelling him
 - (B) By giving him a failing grade in the course
 - (C) By warning him
 - (D) By sending him to the Learning Resources Center
21. What advice does the dean give the student?
- (A) To come back to her office
 - (B) To get a tutor to help him
 - (C) To use his own ideas next time
 - (D) To go to another university
22. What is the woman trying to decide?
- (A) Whether to go to graduate school
 - (B) If she wants to transfer or not
 - (C) Which job to accept
 - (D) What to do about her grades
23. What does she like about the college she is attending?
- (A) The prestige of a large school
 - (B) The friends she has made
 - (C) The attitude of the teachers
 - (D) The opportunities for employment
24. How does the man respond to her problem?
- (A) He is not interested.
 - (B) He gives her advice.
 - (C) He shares his plans.
 - (D) He just listens without comment.
25. What does the man plan to do?
- (A) Go to a large graduate institution
 - (B) Continue his friendship with the woman
 - (C) Finish his degree at another school
 - (D) Schedule job interviews
26. What is the topic of this lecture?
- (A) The role of fine arts in civilization
 - (B) A definition of culture in anthropology
 - (C) Customs of American society
 - (D) The study of complex societies
27. According to the speaker, what do most people mean when they use the word *culture* in ordinary conversation?
- (A) Customs for a particular society
 - (B) Ethnic groups that share common experiences
 - (C) Values that are characteristic of society
 - (D) Familiarity with the arts
28. According to the speaker, what do anthropologists mean when they say a thought or activity is to be included as part of culture?
- (A) It must be considered appropriate by small groups within society.
 - (B) It must be acquired by visiting museums, galleries, and theaters.
 - (C) It must be commonly shared by a group.
 - (D) It must be comprised of many diverse ethnic groups.

29. How does the professor explain American culture?
- (A) Practices that are common to all Americans of diverse ethnicity
 - (B) The combination of diverse ethnic practices by different groups in America
 - (C) Diverse ethnic practices that are recognized but not practiced by all Americans
 - (D) Practices that the majority of Americans participate in

30. According to the speaker, what is a sub-culture?
- (A) A museum or a gallery
 - (B) An informal culture
 - (C) A smaller group within the entire society
 - (D) The behaviors, beliefs, attitudes, and values of the majority society

31. How does the World Health Organization estimate compare with actual trends?
- (A) The estimate is very accurate compared with the actual numbers.
 - (B) The estimate appears to be lower than the actual numbers.
 - (C) The estimate was much too high compared with the actual numbers.
 - (D) The estimate accounted for about two-thirds of the actual numbers.

32. The guest speaker briefly discusses a trend. Summarize the trend by putting the events in order.

Click on a sentence. Then click on the space where it belongs.

Use each sentence only once.

- (A) Heterosexual contact accounted for most new infections.
- (B) Many children were born with HIV.
- (C) Rates of exposure and infection of women rose.
- (D) The majority of AIDS victims were homosexual men.

1

2

3

4

33. Why are women so susceptible to the AIDS virus?

Click on 2 answers.

- (A) More women today tend to have multiple partners than they did in the past.
- (B) Some cultures do not encourage the use of protection.
- (C) Women are biologically more at risk for all sexually transmitted diseases.
- (D) Traditionally, women have not been the partner responsible for protection.

34. Which segments of the population will probably constitute the majority of AIDS cases in the twenty-first century?

Click on 2 answers.

- (A) Children
- (B) Teens
- (C) Women
- (D) Men

35. What causes jet lag?

- (A) Adjustment to a longer or shorter day
- (B) Air travel from west to east
- (C) Different foods and drinks while traveling
- (D) Lack of sleep during air travel

36. Who would suffer most from jet lag?

- (A) A young person
- (B) A person traveling west
- (C) A person who has a regular routine
- (D) A person who does not travel often

37. How can jet lag be minimized?

Click on 2 answers.

- (A) Eat a large meal on the plane
- (B) Drink lots of water on the plane
- (C) Arrive at your destination early in the evening
- (D) Try not to sleep very much during the flight

38. How long does it take to adjust to a new time zone?
- (A) One half day for every time zone
 - (B) Twenty-four hours after arrival
 - (C) One day for every time zone
 - (D) Three days after arrival

39. What is Elderhostel?
- (A) A college program taught by retired professors
 - (B) A summer program for senior citizens
 - (C) An educational program for older adult students
 - (D) A travel program that includes inexpensive dormitory accommodations

40. Which of the statements is true of Elderhostel?

Click on 2 answers.

- (A) The courses are offered for credit.
- (B) There are no final exams.
- (C) Anyone may participate.
- (D) College faculty teach the classes.

41. Which of the people in the picture would most probably be enrolled in an Elderhostel program?

Click on a picture.



A



B



C



D

42. What should you do if you are interested in finding out more about Elderhostel?
- (A) Write the national office
 - (B) Call your local college
 - (C) Listen to the radio station
 - (D) Attend an Elderhostel meeting

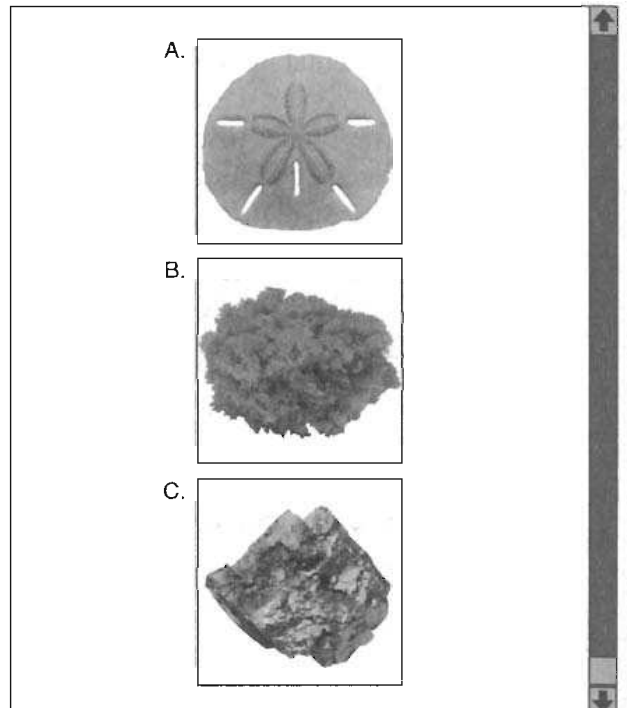
43. What problem does the lecturer point out?
- (A) Pyrite looks like gold and is often mistaken for it.
 - (B) Pyrite is very flammable and can easily burst into flames.
 - (C) Pyrite is difficult to find in most parts of the world.
 - (D) Pyrite does not have an easily identifiable crystal formation.

44. What will the professor do with the specimen he has brought to class?

- (A) He will return it to the museum.
- (B) He will keep it in his office.
- (C) He will use it for an experiment.
- (D) He will put it in the mineral lab.

45. Select the specimen that is most similar to the one that the professor showed in class.

Click on a picture.



46. Identify the properties of pyrite.

Click on 2 answers.

- A It is soft.
- B It is brittle.
- C It is flammable.
- D It is rare.

47. What is an easy way to identify pyrite?

- A Heat the specimen
- B Put acid on the sample
- C Look for green and brown streaks
- D Smell the mineral

48. What prompted this conversation?

- A The man is studying for a test.
- B The man is looking for the Student Union.
- C The man has lost a book.
- D The man wants to meet the woman.

49. Where does the man think he left his book?

- A In class
- B At the Student Union
- C In the cafeteria
- D At the library

50. What does the woman suggest that the man do?

Click on 2 answers.

- A Go to the Student Union immediately
- B Study for his test
- C Come back to see her tomorrow
- D Check the lost and found tomorrow

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. The consistency of protoplasm and that of glue _____ .
 (A) they are alike
 (B) are similar to
 (C) are similar
 (D) the same

2. The decomposition of microscopic animals (A)
 at the bottom of the sea results in (B)
an accumulation of the oil. (C) (D)

3. Nerve impulses _____ to the brain at a speed of about one hundred yards per second.
 (A) sending sensations
 (B) to send sensations
 (C) send sensations
 (D) sensations

4. A calorie is the quantity of heat required (A) (B) (C)
to rise one gallon of water one degree (D)
 centigrade at one atmospheric pressure.

5. The Supreme Court does not hear a case unless _____ , except those involving foreign ambassadors.
 (A) a trial
 (B) already tried
 (C) it already trying
 (D) it has already been tried

6. The yearly path of the sun around the heavens _____ .
 (A) is known as the ecliptic
 (B) known as the ecliptic
 (C) it is known to be ecliptic
 (D) knowing as the ecliptic

7. Before Alexander Fleming discovered penicillin, many people died _____ .
 (A) infected with simple bacteria
 (B) from simple bacterial infections
 (C) infections were simple bacteria
 (D) infecting of simple bacteria

8. Wholly the plow is being displaced (A) (B)
by new techniques that protect the land and (C)
promise more abundant crops. (D)

9. Although exact statistics vary because of political changes, _____ separate nation states are included in the official lists at any one time.
 (A) more than two hundred
 (B) as much as two hundred
 (C) many as two hundred
 (D) most that two hundred

10. Studies of job satisfaction are unreliable because there is so many variables and because the admission of dissatisfaction may be viewed as a personal failure.
- (A) (B)
(C) (D)
11. _____ owe much of their success as a group to their unusual powers of migration.
- (A) That birds
(B) A bird
(C) The bird
(D) Birds
12. _____ unknown quantities is the task of algebra.
- (A) To found
(B) Find
(C) The find
(D) Finding
13. New synthetic materials have improved the construction of artificial body parts by provide both the power and the range of action for a natural limb.
- (A) (B) (C) (D)
14. If England had not imposed a tax on tea over two hundred and twenty years ago, will the United States have remained part of the British Commonwealth?
- (A) (B) (C) (D)
15. Research in the work place reveals that people work for many reasons _____.
- (A) money beside
(B) money besides
(C) beside money
(D) besides money
16. Both liquids and gases flow freely from a container because they have _____.
- (A) not definite shape
(B) none definite shape
(C) nothing definite shape
(D) no definite shape
17. A dolphin _____ a porpoise in that it has a longer nose.
- (A) different
(B) differs
(C) different than
(D) differs from
18. Scientific fish farming, known as aquaculture, has existed for more than 4000 years, but scientists who make research in this field are only recently providing the kind of information that growers need to increase production.
- (A) (B) (C) (D)
19. That most natural time units are not simple multiples of each other _____ in constructing a calendar.
- (A) it is a primary problem
(B) is a primary problem
(C) a primary problem is
(D) a primary problem
20. The native people in the Americas were referred to as Indians because, according to the believe at the time, Christopher Columbus had reached the East Indies.
- (A) (B) (C) (D)

21. Only after food has been dried or canned _____ .
- (A) that it should be stored for later consumption
 (B) should be stored for later consumption
 (C) should it be stored for later consumption
 (D) it should be stored for later consumption
22. Aging in most animals can be readily modified when they will limit caloric intake.
- (A) (B)
 (C) (D)
23. Although we are concerned about the problem of energy sources, we must not fail recognizing the need for environmental protection.
- (A) (B)
 (C) (D)
24. _____, Carl Sandburg is also well known for his multivolume biography of Lincoln.
- (A) An eminent American poet
 (B) He is an eminent American poet
 (C) An eminent American poet who is
 (D) Despite an eminent American poet
25. The CBT will test your ability to understand spoken English, to read nontechnical language, and writing correctly.
- (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.

Seismologists have devised two scales of measurement to enable them to describe and record information about earthquakes in quantitative terms. The most widely known measurement is the Richter scale, a numerical logarithmic scale developed and introduced by American seismologist Charles R. Richter in 1935. The purpose of the scale is to measure the amplitude of the largest trace recorded by a standard seismograph one hundred kilometers from the epicenter of an earthquake. Tables have been formulated to demonstrate the magnitude of any earthquake from any seismograph. For example, a one-unit increase in magnitude translates into an increase of times thirty in released energy. To put that another way, each number on the Richter scale represents an earthquake ten times as strong as one of the next lower magnitude. Specifically, an earthquake of magnitude 6 is ten times as strong as an earthquake of magnitude 5.

On the Richter scale, earthquakes of 6.75 are considered great and 7.0 to 7.75 are considered major. An earthquake that reads 4 to 5.5 would be expected to have caused localized damage, and those of magnitude 2 may be felt.

The other earthquake-assessment scale, introduced by the Italian seismologist Giuseppe Mercalli, measures the intensity of shaking, using gradations from 1 to 12. Because the effects of such shaking dissipate with distance from the epicenter of the earthquake, the Mercalli rating depends on the site of the measurement. Earthquakes of Mercalli 2 or 3 are basically the same as those of Richter 3 or 4; measurements of 11 or 12 on the Mercalli scale can be roughly correlated with magnitudes of 8 or 9 on the Richter scale. In either case, the relative power or energy released by the earthquake can be understood, and the population waits to hear how bad the earthquake that just passed really was.

It is estimated that almost one million earthquakes occur each year, but most of them are so minor that they pass undetected. In fact, more than one thousand earthquakes of a magnitude of 2 or lower on the Richter scale occur every day.

- Which of the following is the main topic of the passage?
 - Earthquakes
 - The Richter scale
 - Charles F. Richter
 - Seismography
- According to information in the passage, what does the Richter scale record?
 - The distance from the epicenter
 - The amplitude of the largest trace
 - The degree of damage
 - The location of the epicenter
- The word **standard** in paragraph 1 could be replaced by
 - reliable
 - complex
 - conventional
 - abandoned

Beginning

Seismologists have devised two scales of measurement to enable them to describe and record information about earthquakes in quantitative terms. The most widely known measurement is the Richter scale, a numerical logarithmic scale developed and introduced by American seismologist Charles R. Richter in 1935. The purpose of the scale is to measure the amplitude of the largest trace recorded by a **standard** seismograph one hundred kilometers from the epicenter of an earthquake. Tables have been formulated to demonstrate the magnitude of any earthquake from any seismograph. For example, a one-unit increase in magnitude translates into an increase of times thirty in released energy. To put that another way, each number on the Richter scale represents an earthquake ten times as strong as one of the next lower magnitude. Specifically, an earthquake of magnitude 6 is ten times as strong as an earthquake of magnitude 5.

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- What is the value of the tables?
 - They allow us to interpret the magnitude of earthquakes.
 - They help us to calculate our distance from earthquakes.
 - They record all earthquakes.
 - They release the energy of earthquakes.

5. How does each number on the Richter scale compare?
- (A) Each number is one hundred times as strong as the previous number.
 - (B) Each magnitude is ten times stronger than the previous magnitude.
 - (C) The strength of each magnitude is one less than the previous magnitude.
 - (D) The scale decreases by five or six for each number.

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

More Available

released energy. To put that another way, each number on the Richter scale represents an earthquake ten times as strong as one of the next lower magnitude. Specifically, an earthquake of magnitude 6 is ten times as strong as an earthquake of magnitude 5.

On the Richter scale, earthquakes of 6.75 are considered great and 7.0 to 7.75 are considered major. An earthquake that reads 4 to 5.5 would be expected to have caused localized damage, and those of magnitude 2 may be felt.

The other earthquake-assessment scale, introduced by the Italian seismologist Giuseppe Mercalli, measures the intensity of shaking, using gradations from 1 to 12. Because the effects of such shaking dissipate with distance from the epicenter of the earthquake, the Mercalli rating depends on the site of the measurement. Earthquakes of Mercalli 2 or 3 are basically the same as those of Richter 3 or 4; measurements of 11 or 12 on the Mercalli scale can be roughly correlated with magnitudes of 8 or 9 on the Richter scale. In either case, the relative power or energy released by the earthquake can be

7. What does the author mean by the statement **Because the effects of such shaking dissipate with distance from the epicenter of the earthquake, the Mercalli rating depends on the site of the measurement** ?
- (A) The Mercalli rating will vary depending on the location of the measurement.
 - (B) The results of the Mercalli rating are less accurate at greater distances from the epicenter.
 - (C) The stronger shaking of the earthquake at the center is not detected by the Mercalli rating.
 - (D) The Mercalli rating is useful because it is taken farther away from the center of the earthquake.

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

End

major. An earthquake that reads 4 to 5.5 would be expected to have caused localized damage, and those of magnitude 2 may be felt.

The other earthquake-assessment scale, introduced by the Italian seismologist Giuseppe Mercalli, measures the intensity of shaking, using gradations from 1 to 12. Because the effects of such shaking dissipate with distance from the epicenter of the earthquake, the Mercalli rating depends on the site of the measurement. **Earthquakes of Mercalli 2 or 3 are basically the same as those of Richter 3 or 4; measurements of 11 or 12 on the Mercalli scale can be roughly correlated with magnitudes of 8 or 9 on the Richter scale.** In either case, the relative power or energy released by the earthquake can be understood, and the population waits to hear how bad the earthquake that just passed really was.

It is estimated that almost one million earthquakes occur each year, but most of them are so minor that they pass undetected. In fact, more than one thousand earthquakes of a magnitude of 2 or lower on the Richter scale occur every day.

9. The word **undetected** in paragraph 4 is closest in meaning to
- (A) with no damage
 - (B) with no notice
 - (C) with no name
 - (D) with no problem

End

major. An earthquake that reads 4 to 5.5 would be expected to have caused localized damage, and those of magnitude 2 may be felt.

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It is estimated that almost one million earthquakes occur each year, but most of them are so minor that they pass **undetected**. In fact, more than one thousand earthquakes of a magnitude of 2 or lower on the Richter scale occur every day.

10. With which of the following statements would the author most probably agree?
- (A) Only the Richter scale describes earthquakes in quantitative terms.
 - (B) Both the Richter scale and the Mercalli Scale measure earthquakes in the same way.
 - (C) Most earthquakes are measurable on either the Richter or the Mercalli scale.
 - (D) The Mercalli and the Richter scales are different but they can be compared.
11. The passage discusses all of the following in the explanation of the Richter scale EXCEPT
- (A) It was introduced in 1935.
 - (B) It was developed by an American seismologist.
 - (C) It has a scale of 1 to 12.
 - (D) It measures the magnitude of earthquakes.

Charles Ives, who is nowadays acclaimed as the first great American composer of the twentieth century, had to wait many years for the public recognition he deserved. Born to music as the son of a bandmaster, Ives played drums in his father's community band, and organ at the local church. He entered Yale University at twenty to study musical composition with Horatio Parker, but after graduation, he chose not to pursue a career in music. He suspected correctly that the public would not accept the music he wrote, for Ives did not follow the musical fashion of his times. While his contemporaries wrote lyrical songs, Ives transfigured music and musical form. He quoted, combined, insinuated, and distorted familiar hymns, marches, and battle songs, while experimenting with the effects of polytonality, or the simultaneous use of two or more keys, and dissonance, or the clash of keys with conflicting rhythms and time. Even when he could convince some musicians to show some interest in his compositions, after assessing them, conductors and performers said that they were essentially unplayable.

Instead, he became a successful insurance executive, building his company into the largest agency in the country in only two decades. Although he occasionally hired musicians to play one of his works privately for him, he usually heard his music only in his imagination.

After he recovered from a serious heart attack, he became reconciled to the fact that his ideas, especially the use of dissonance and special effects, were just too different for the musical mainstream to accept. Determined to share his music with the few people who might appreciate it, he published his work privately and distributed it free.

In 1939, when Ives was sixty-five, American pianist John Kirkpatrick played *Concord Sonata* in Town Hall. The reviews were laudatory. One reviewer proclaimed it "the greatest music composed by an American." By 1947, Ives was famous. His *Second Symphony* was presented to the public in a performance by the New York Philharmonic, fifty years after it had been written. The same year, Ives received the Pulitzer Prize. He was seventy-three.

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

- (A) Modern musical composition
- (B) Charles Ives' life
- (C) The Pulitzer Prize
- (D) Career choices

13. Why didn't the public appreciate Ives' music?

- (A) It was not performed for a long time.
- (B) It was very different from the music of the time.
- (C) The performers did not play it well.
- (D) He did not write it down.

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

More Available

marches, and battle songs, **while experimenting with the effects of polytonality, or the simultaneous use of two or more keys, and dissonance, or the clash of keys with conflicting rhythms and time.** Even when he could convince some musicians to show some interest in his compositions, after assessing them, conductors and performers said that they were essentially unplayable.

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15. The word **they** in paragraph 1 refers to

- (A) conductors
- (B) performers
- (C) interest
- (D) compositions

More Available

marches, and battle songs, while experimenting with the effects of polytonality, or the simultaneous use of two or more keys, and dissonance, or the clash of keys with conflicting rhythms and time. Even when he could convince some musicians to show some interest in his compositions, after assessing them, conductors and performers said that **they** were essentially unplayable.

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16. How did Ives make a living for most of his life?

- (A) He conducted a band.
- (B) He taught musical composition.
- (C) He owned an insurance company.
- (D) He published music.

17. The phrase **became reconciled to** in paragraph 3 is closest in meaning to
- (A) accepted
 - (B) repeated
 - (C) disputed
 - (D) neglected

More Available

marches, and battle songs, while experimenting with the effects of polytonality, or the simultaneous use of two or more keys, and dissonance, or the clash of keys with conflicting rhythms and time. Even when he could convince some musicians to show some interest in his compositions, after assessing them, conductors and performers said that they were essentially unplayable.

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In 1939, when Ives was sixty-five, American pianist John Kirkpatrick played *Concord Sonata* in

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

End

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18. According to the passage, Ives shared his music
- (A) by publishing free copies
 - (B) by playing it himself
 - (C) by hiring musicians to perform
 - (D) by teaching at Yale
19. Which of the following characteristics is NOT true of the music of Charles Ives?
- (A) It included pieces of familiar songs.
 - (B) It was very experimental.
 - (C) It was difficult to play.
 - (D) It was never appreciated.
20. How was the performance of *Concord Sonata* received?
- (A) There were no reviews.
 - (B) The musicians felt it was unplayable.
 - (C) The public would not accept it.
 - (D) It established Ives as an important composer.

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

Even during such a busy time in his career, he still dedicated himself to composing music in the evenings, on weekends, and during vacations.

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.

More Available

marches, and battle songs, while experimenting with the effects of polytonality, or the simultaneous use of two or more keys, and dissonance, or the clash of keys with conflicting rhythms and time. Even when he could convince some musicians to show some interest in his compositions, after assessing them, conductors and performers said that they were essentially unplayable. ■

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Bats are not dirty, bloodthirsty monsters as portrayed in vampire films. These winged mammals groom themselves carefully like cats and only rarely carry rabies. Of the hundreds of species of bats, only three rely on blood meals. In fact, the majority eat fruit, insects, spiders, or small animals; some species gather nectar and pollen from flowers. The environmental benefits of bats are myriad. They consume an enormous number of pests, pollinate many varieties of plant life, and help reforest huge tracts of barren land by excreting millions of undigested seeds.

Bats also have served as models for sophisticated navigation systems in naval and airplane technology. Living models for radar and sonar, almost all bats use echolocation to navigate, especially at night. As they fly, they emit a series of high-pitched squeaks at the rate of about fifty per minute. As these signals bounce off objects in their path, an echo is detected by the bats' sensitive ears that informs them of the direction, distance, and nature of obstacles so that they can undertake corrective or evasive action. Echoes are used by bats but not because of physical limitations or impairments, for bats are not blind as widely assumed. In fact, all species of bats can see, probably about as well as human beings. Another myth, about bats being aggressive, intentionally entangling themselves in the hair of human beings, is also totally unfounded. It has been shown in studies not only that bats are timid, but also that they will assiduously avoid contact with larger creatures than themselves if possible.

Aggregation during the day may vary from small groups consisting of a single male and a dozen or more females to huge colonies of many thousands or even millions of individuals, hanging upside down in caves or in hollow trees, buildings, or other protected shelters. Within their social systems, bats assume specialized roles. Some guard the entrance to their caves, others scout for food, and still others warn the colony of approaching danger. An adult female bat usually gives birth to only one pup per year, tenderly caring for it, and a nurse colony within a larger colony may provide mother bats with a safe, supportive environment in which to rear their young.

23. With which of the following statements would the author most probably agree?
- (A) Bats are dirty and they carry rabies.
 - (B) Bats are like the monsters in vampire films.
 - (C) Bats are clean, helpful members of the animal world.
 - (D) Bats are not very important in the animal world.
24. According to the passage, what do most bats eat?
- (A) Blood meals
 - (B) Fruit and insects
 - (C) Leaves and trees
 - (D) Large animals

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

Beginning

Bats are not dirty, bloodthirsty monsters as portrayed in vampire films. These winged mammals groom themselves carefully like cats and only rarely carry rabies. Of the hundreds of species of bats, only three rely on blood meals. In fact, the majority eat fruit, insects, spiders, or small animals; some species gather nectar and pollen from flowers. The environmental benefits of bats are myriad. **They consume an enormous number of pests, pollinate many varieties of plant life, and help reforest huge tracts of barren land by excreting millions of undigested seeds.**

Bats also have served as models for sophisticated navigation systems in naval and airplane technology. Living models for radar and sonar, almost all bats use echolocation to navigate, especially at night. As they fly, they emit a series of high-pitched squeaks at the rate of about fifty per minute. As these signals bounce off objects in their path, an echo is detected by the bats' sensitive ears that informs them of the direction, distance, and nature of obstacles so that they can undertake corrective or evasive action. Echoes are used by bats but not because of

26. How do bats help reforest the land?
- (A) By eating pests
 - (B) By hanging upside down in trees at night
 - (C) By excreting seeds
 - (D) By taking evasive action

27. Which of the following is NOT characteristic of most bats?
- (A) They pollinate plants.
 - (B) They have specialized roles in their colony.
 - (C) They use echolocation.
 - (D) They eat blood.
28. The word **emit** in paragraph 2 is closest in meaning to
- (A) send
 - (B) continue
 - (C) find
 - (D) stop

Beginning

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29. According to the passage, how do bats navigate?
- (A) By responding to the echoes of their signals bouncing off objects
 - (B) By warning the colony of approaching danger with high squeaks
 - (C) By beating their wings fifty times per minute
 - (D) By using their sensitive ears to hear the noises in their environment

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

- (A) signals
- (B) objects
- (C) bats
- (D) squeaks

Beginning

Bats are not dirty, bloodthirsty monsters as portrayed in vampire films. These winged mammals groom themselves carefully like cats and only rarely carry rabies. Of the hundreds of species of bats, only three rely on blood meals. In fact, the majority eat fruit, insects, spiders, or small animals; some species gather nectar and pollen from flowers. The environmental benefits of bats are myriad. They consume an enormous number of pests, pollinate many varieties of plant life, and help reforest huge tracts of barren land by excreting millions of undigested seeds.

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32. Look at the word **Some** in the passage.

Click on the word or phrase in the **bold** text that **Some** refers to.

End

intentionally entangling themselves in the hair of human beings, is also totally unfounded. It has been shown in studies not only that bats are timid, but also that they will assiduously avoid contact with larger creatures than themselves if possible.

Aggregation during the day may vary from small groups consisting of a single male and a dozen or more females to huge colonies of many thousands or even millions of individuals, hanging upside down in caves or in hollow trees, buildings, or other protected shelters. **Within their social systems, bats assume specialized roles. Some guard the entrance to their caves, others scout for food, and still others warn the colony of approaching danger.** An adult female bat usually gives birth to only one pup per year, tenderly caring for it, and a nursery colony within a larger colony may provide mother bats with a safe, supportive environment in which to rear their young.

31. Click on the sentence in paragraph 2 that refers to the visual range of bats.

Paragraph 2 is marked with an arrow (→).

More Available

→ Bats also have served as models for sophisticated navigation systems in naval and airplane technology. Living models for radar and sonar, almost all bats use echolocation to navigate, especially at night. As they fly, they emit a series of high-pitched squeaks at the rate of about fifty per minute. As these signals bounce off objects in their path, an echo is detected by the bats' sensitive ears that informs them of the direction, distance, and nature of obstacles so that they can undertake corrective or evasive action. Echoes are used by bats but not because of physical limitations or impairments, for bats are not blind as widely assumed. In fact, all species of bats can see, probably about as well as human beings. Another myth, about bats being aggressive, intentionally entangling themselves in the hair of human beings, is also totally unfounded. It has been shown in studies not only that bats are timid, but also that they will assiduously avoid contact with larger creatures than themselves if possible.

Aggregation during the day may vary from small groups consisting of a single male and a dozen or more females to huge colonies of many

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

It is a little known fact that bats are highly social creatures.

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

intentionally entangling themselves in the hair of human beings, is also totally unfounded. It has been shown in studies not only that bats are timid, but also that they will assiduously avoid contact with larger creatures than themselves if possible.

■ Aggregation during the day may vary from small groups consisting of a single male and a dozen or more females to huge colonies of many thousands or even millions of individuals, hanging upside down in caves or in hollow trees, buildings, or other protected shelters. ■ Within their social systems, bats assume specialized roles. ■ Some guard the entrance to their caves, others scout for food, and still others warn the colony of approaching danger. ■ An adult female bat usually gives birth to only one pup per year, tenderly caring for it, and a nursery colony within a larger colony may provide mother bats with a safe, supportive environment in which to rear their young.

The fact that most Americans live in urban areas does not mean that they reside in the center of large cities. In fact, more Americans live in the suburbs of large metropolitan areas than in the cities themselves.

The Bureau of the Census regards any area with more than 2500 people as an urban area, and does not consider boundaries of cities and suburbs. According to the Bureau, the political boundaries are less significant than the social and economic relationships and the transportation and communication systems that integrate a locale. The term used by the Bureau for an integrated metropolis is an MSA, which stands for Metropolitan Statistical Area. In general, an MSA is any area that contains a city and its surrounding suburbs and has a total population of 50,000 or more.

At the present time, the Bureau reports more than 280 MSAs, which together account for 75 percent of the US population. In addition, the Bureau recognizes eighteen megapolises, that is, continuous adjacent metropolitan areas. One of the most obvious megapolises includes a chain of hundreds of cities and suburbs across ten states on the East Coast from Massachusetts to Virginia, including Boston, New York, and Washington, D.C. In the Eastern Corridor, as it is called, a population of 45 million inhabitants is concentrated. Another megapolis that is growing rapidly is the California coast from San Francisco through Los Angeles to San Diego.

34. Which of the following is the best title for the passage?
- (A) Metropolitan Statistical Areas
 (B) Types of Population Centers
 (C) The Bureau of the Census
 (D) Megapolises
35. According to the passage, where do most Americans live?
- (A) In the center of cities
 (B) In the suburbs surrounding large cities
 (C) In rural areas
 (D) In small towns
36. Look at the word **reside** in the passage. Click on the word in the **bold** text that is closest in meaning to **reside**.

Beginning

The fact that most Americans live in urban areas does not mean that they reside in the center of large cities. In fact, more Americans live in the suburbs of large metropolitan areas than in the cities themselves.

The Bureau of the Census regards any area with more than 2500 people as an urban area, and does not consider boundaries of cities and suburbs. According to the Bureau, the political boundaries are less significant than the social and economic relationships and the transportation and communication systems that integrate a locale. The term used by the Bureau for an integrated metropolis is an MSA, which stands for Metropolitan Statistical Area. In general, an MSA is any area that contains a city and its surrounding suburbs and has a total population of 50,000 or more.

At the present time, the Bureau reports more than 280 MSAs, which together account for 75 percent of the US population. In addition, the Bureau recognizes eighteen megapolises, that is, continuous adjacent metropolitan areas. One of the most obvious megapolises includes a chain of hundreds of cities and suburbs across ten states on the East Coast from Massachusetts to Virginia, including Boston, New

Beginning

The fact that most Americans live in urban areas does not mean that they reside in the center of large cities. In fact, more Americans live in the suburbs of large metropolitan areas than in the cities themselves.

The Bureau of the Census regards any area with more than 2500 people as an urban area, and does not consider boundaries of cities and suburbs. According to the Bureau, the political boundaries are less significant than the social and economic relationships and the transportation and communication systems that **integrate** a locale. The term used by the Bureau for an integrated metropolis is an MSA, which stands for Metropolitan Statistical Area. In general, an MSA is any area that contains a city and its surrounding suburbs and has a total population of 50,000 or more.

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37. According to the Bureau of the Census, what is an urban area?
- (A) An area with 2500 people or more
 (B) An area with at least 50,000 people
 (C) The eighteen largest cities
 (D) A chain of adjacent cities

38. Which of the following are NOT considered important in defining an urban area?
- (A) Political boundaries
 (B) Transportation networks
 (C) Social relationships
 (D) Economic systems
39. The word **integrate** in paragraph 2 is closest in meaning to
- (A) benefit
 (B) define
 (C) unite
 (D) restrict

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

End

According to the Bureau, the political boundaries are less significant than the social and economic relationships and the transportation and communication systems that integrate a **locale**. The term used by the Bureau for an integrated metropolis is an **MSA**, which stands for **Metropolitan Statistical Area**. In general, an **MSA** is any area that contains a city and its surrounding suburbs and has a total population of 50,000 or more.

At the present time, the Bureau reports more than 280 MSAs, which together account for 75 percent of the US population. In addition, the Bureau recognizes eighteen megapolises, that is, continuous adjacent metropolitan areas. One of the most obvious megapolises includes a chain of hundreds of cities and suburbs across ten states on the East Coast from Massachusetts to Virginia, including Boston, New York, and Washington, D.C. In the Eastern Corridor, as it is called, a population of 45 million inhabitants is concentrated. Another megapolis that is growing rapidly is the California coast from San Francisco through Los Angeles to San Diego.

41. The word **its** in paragraph 2 refers to
- (A) the MSA's
 - (B) the area's
 - (C) the city's
 - (D) the population's

End

According to the Bureau, the political boundaries are less significant than the social and economic relationships and the transportation and communication systems that integrate a locale. The term used by the Bureau for an integrated metropolis is an **MSA**, which stands for **Metropolitan Statistical Area**. In general, an **MSA** is any area that contains a city and **its** surrounding suburbs and has a total population of 50,000 or more.

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42. Click on the paragraph that identifies the U.S. population now living in MSAs.

Scroll the passage to see all of the paragraphs.

43. The word **adjacent** in paragraph 3 is closest in meaning to
- (A) beside each other
 - (B) growing very fast
 - (C) the same size
 - (D) densely populated

End

Area. In general, an **MSA** is any area that contains a city and its surrounding suburbs and has a total population of 50,000 or more.

At the present time, the Bureau reports more than 280 MSAs, which together account for 75 percent of the US population. In addition, the Bureau recognizes eighteen megapolises, that is, continuous **adjacent** metropolitan areas. One of the most obvious megapolises includes a chain of hundreds of cities and suburbs across ten states on the East Coast from Massachusetts to Virginia, including Boston, New York, and Washington, D.C. In the Eastern Corridor, as it is called, a population of 45 million inhabitants is concentrated. Another megapolis that is growing rapidly is the California coast from San Francisco through Los Angeles to San Diego.

44. According to the passage, what is a megapolis?
- (A) One of the ten largest cities in the United States
 - (B) One of the eighteen largest cities in the United States
 - (C) One of the one hundred cities between Boston and Washington
 - (D) Any number of continuous adjacent cities and suburbs

45. Why does the author mention the Eastern Corridor and the California coast in paragraph 3?
- Ⓐ As examples of megapolises
 - Ⓑ Because 75 percent of the population lives there
 - Ⓒ To conclude the passage
 - Ⓓ The Bureau of the Census is located there

Paragraph 3 is marked with an arrow (→).

End

Area. In general, an MSA is any area that contains a city and its surrounding suburbs and has a total population of 50,000 or more.

→ At the present time, the Bureau reports more than 280 MSAs, which together account for 75 percent of the US population. In addition, the Bureau recognizes eighteen megapolises, that is, continuous adjacent metropolitan areas. One of the most obvious megapolises includes a chain of hundreds of cities and suburbs across ten states on the East Coast from Massachusetts to Virginia, including Boston, New York, and Washington, D.C. In the Eastern Corridor, as it is called, a population of 45 million inhabitants is concentrated. Another megapolis that is growing rapidly is the California coast from San Francisco through Los Angeles to San Diego.

To check your answers for Model Test 8, refer to the Answer Key on page 495. For an explanation of the answers, refer to the Explanatory Answers for Model Test 8 on pages 641–660.

Writing Section: Model Test 8

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: The college years are the best time in a person's life. 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 495. For an Example Essay, refer to the Explanatory Answers for Model Test 8 on pages 660–661.

Model Test 9

Next Generation TOEFL

Listening Section

This is the Listening Section of the Next Generation TOEFL Model Test. This section tests your ability to understand campus conversations and academic lectures. During the test, you will respond to two conversations and four lectures. You will hear each conversation and lecture one time. You may take notes while you listen. You may use your notes to answer the questions. After each conversation or lecture, you will have five or six questions to answer. Choose the best answer for multiple-choice questions. Follow the directions on the page or on the screen for computer-assisted questions. Click on **OK** and **Next** to go to the next question. You cannot return to previous questions. You have 25 minutes to answer all of the questions. A clock on the screen will show you how much time you have to complete your answers for the section. The clock does not count the time you are listening to the conversations and lectures.

Independent Listening 1: "Career Counseling"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

1. What are the students mainly discussing?
 - (A) Group sessions in the Office of Career Development.
 - (B) The advantages of career counseling for the man.
 - (C) The woman's internship in the Office of Career Development.
 - (D) How to find employment in the field of career counseling.

2. What is the man's problem?
 - (A) He does not have time to see an advisor.
 - (B) He does not have an internship yet.
 - (C) He does not know which career to choose.
 - (D) He does not have a job offer after graduation.

3. Why does the woman tell the man about her experience?
 - (A) To demonstrate the benefits of going to the Office of Career Development.
 - (B) To encourage the man to talk with an advisor about an internship.
 - (C) To suggest that he change his major from math to library science.
 - (D) To give the man her opinion about his career decision.

4. What is the woman's attitude toward her internship?
 - (A) She would rather go to graduate school.
 - (B) She is looking forward to interning.
 - (C) She thinks that it is a very positive experience.
 - (D) She will be happy when she completes it.

5. What will the man probably do?
 - (A) He will make an appointment with his academic advisor.
 - (B) He will go to the Office of Career Development.
 - (C) He will apply for a job at the library.
 - (D) He will ask the woman to help him with his tests.

Independent Listening 2: "Admission"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

6. Why does the student go to the admissions office?

- Ⓐ He is applying for financial aid.
- Ⓑ He is requesting an official transcript.
- Ⓒ He is transferring to another college.
- Ⓓ He is trying to enroll in classes.

7. What is missing from the student's file?

- Ⓐ A financial aid application.
- Ⓑ A transcript from County Community College.
- Ⓒ Grades from Regional College.
- Ⓓ An official copy of the application.

8. Listen again to part of the conversation. Then answer the question.

"Oh, and you haven't been able to register for your courses here at State University because the computer shows that you are missing some of your application materials. Is that it?"

Why does the woman say this:

"Is that it?"

- Ⓐ She is asking the man to finish explaining the situation.
- Ⓑ She is confirming that she understands the problem.
- Ⓒ She is expressing impatience with the man's explanation.
- Ⓓ She is trying to comprehend a difficult question.

9. What does the woman suggest that the man do?

- Ⓐ Make a copy of his transcripts for his personal file.
- Ⓑ Complete all of the admissions forms as soon as possible.
- Ⓒ Change his provisional status to regular status before registering.
- Ⓓ Continue to request an official transcript from County Community College.

10. What will the student most probably do now?

- Ⓐ Return later in the day to see the woman in the Admissions Office.
- Ⓑ Go to the Office for Transfer Students to be assigned an advisor.
- Ⓒ Enter information in the computer to complete the application process.
- Ⓓ See the woman's superior to get a provisional admission to State University.

Independent Listening 3: "Groups"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

11. What is the main topic of the talk?

- Ⓐ The problems inherent in group decisions.
- Ⓑ Ways that individuals become popular in groups.
- Ⓒ The influence of groups on individual behavior.
- Ⓓ The differences in social influence across cultures.

12. According to the professor, what two results were reported in the Asch and Abrams studies?

Click on 2 answers.

- Ⓐ A larger group exerts significantly more pressure than a smaller group.
- Ⓑ Subjects conformed to group opinion in more than one-third of the trials.
- Ⓒ When the subject knows the group socially, there is greater pressure to conform.
- Ⓓ A majority opinion has as much influence as a unanimous opinion.

13. Listen again to part of the lecture. Then answer the question.

"Later Asch manipulated the size of the control group . . . I'm sorry . . . the experimental group . . . to see whether group size would affect pressure, and it did, but probably less than you might expect."

Why does the professor say this:

"I'm sorry. The experimental group . . ."

- Ⓐ She regretted the result of the experiment.
- Ⓑ She knew that the students would not like the information.
- Ⓒ She needed to correct what she had said in a previous statement.
- Ⓓ She neglected to mention important facts.

14. What generally happens after a group makes a decision?

- Ⓐ Some group members regret their decision.
- Ⓑ At least one group member presents a new idea.
- Ⓒ As a whole, the group is even more united in its judgment.
- Ⓓ The popular group members compete for leadership.

15. Based on information in the lecture, indicate whether the statements describe the Asch study.

For each sentence, click in the YES or NO column.

	YES	NO
A Only one subject is being tested.		
B The cards can be interpreted several ways.		
C Some of the group collaborate with the experimenter.		

Independent Listening 4: "Photography"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

16. What is the main topic of this lecture?

- (A) The process of fixing a photograph.
- (B) The problem of exposure time.
- (C) The experiments by Louis Daguerre.
- (D) The history of early photography.

17. According to the professor, what two limitations were noted in Daguerre's process for developing and fixing latent images?

Click on 2 answers.

- (A) The photograph disappeared after a few minutes.
- (B) The images were very delicate and easily fell apart.
- (C) Multiple images could not be made from the plate.
- (D) The exposure time was still several hours long.

18. Listen again to part of the lecture. Then answer the question.

"At first, he couldn't figure out why, but eventually, he concluded that this must have occurred as a result of mercury vapor from a broken thermometer that was also...enclosed in the cupboard. Supposedly, from this fortunate accident, he was able to invent a process for developing latent images on . . . exposed plates."

Why does the professor say this:

"Supposedly, from this fortunate accident, he was able to invent a process for developing latent images on . . . exposed plates."

- (A) She is trying to generate interest in the topic.
- (B) She makes reference to a story in the textbook.
- (C) She is not certain that the account is true.
- (D) She wants the students to use their imaginations.

19. What substance was first used to fix the images?

- (A) Copper powder.
- (B) Table salt.
- (C) Mercury vapor.
- (D) Hot water.

20. What can we assume about photographers in the 1800s?

- (A) Most of them had originally been painters before they became interested in photography.
- (B) Portrait photographers were in the highest demand since people wanted images of their families.
- (C) There were only a few photographers who were willing to work in such a new profession.
- (D) Some of them must have experienced health problems as a result of their laboratory work.

Independent Listening 5: "Authority"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

21. What is the main purpose of this lecture?

- Ⓐ To discuss three types of authority.
- Ⓑ To distinguish between power and authority.
- Ⓒ To examine alternatives to Weber's model.
- Ⓓ To argue in favor of a legal rational system.

22. According to the professor, what two factors are associated with charismatic authority?

Click on 2 answers.

- Ⓐ Sacred customs.
- Ⓑ An attractive leader.
- Ⓒ A social cause.
- Ⓓ Legal elections.

23. Listen again to part of the lecture. Then answer the question.

"But what about power that is accepted by members of society as right and just, that is, legitimate power? Now we're talking about authority. And that is what I want to focus on today."

Why does the professor say this:

"But what about power that is accepted by members of society as right and just, that is, legitimate power?"

- Ⓐ He is asking the students to answer a question.
- Ⓑ He is introducing the topic of the lecture.
- Ⓒ He is expressing an opinion about the subject.
- Ⓓ He is reminding students of a previous point.

24. In an evolutionary model, how is rational legal authority viewed?

- Ⓐ The most modern form of authority.
- Ⓑ A common type of authority in the industrial age.
- Ⓒ Authority used by traditional leaders.
- Ⓓ A replacement for the three ideal types of authority.

25. What does the professor imply about the three types of authority?

- Ⓐ There is only one legitimate type of authority in modern societies.
- Ⓑ Sociologists do not agree about the development of the types of authority.
- Ⓒ Societies tend to select and retain one type of authority indefinitely.
- Ⓓ Weber's model explains why the social structure rejects power over time.

Independent Listening 6: "Mineral Exploitation"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

26. What is the main topic of this lecture?

- (A) How to exploit nonrenewable mineral resources.
- (B) The exploitation of minerals in protected environments.
- (C) Pollution as a by-product of mineral exploitation.
- (D) The economic and environmental costs of exploiting minerals.

27. According to the professor, what are two problems that can be anticipated when roads are cut into an area for mining?

Click on 2 answers.

- (A) The labor is difficult to retain.
- (B) The natural landscape is damaged.
- (C) The roadbeds create waste piles.
- (D) The ecosystem is disturbed.

28. Listen again to part of the lecture. Then answer the question.

"And I was just thinking that in addition to the economic costs of the transportation for trucks and fuel and labor and everything, there could be, there might be some construction too, if there aren't any roads in and out of the area." "And that would mean . . ."

Why does the professor say this:

"And that would mean . . ."

- (A) As encouragement for the student to give a more complete answer.
- (B) Because he doesn't understand the student's answer.
- (C) To give another student an opportunity to speak.
- (D) For positive reinforcement of a correct answer.

29. What option is proposed as an alternative when all of the mineral resources in easily accessible locations have been depleted?

- (A) Converting to nonrenewable resources.
- (B) Concentrating on conservation of the resources.
- (C) Developing synthetic resources to replace minerals.
- (D) Using new technology to search the area again.

30. What does the professor imply about the environmental costs of mineral exploitation?

- (A) He thinks that the environmental costs are less than the economic costs.
- (B) He regrets that the environment is damaged during mineral exploitation.
- (C) He opposes mineral exploitation when it is done close to urban areas.
- (D) He believes in exploiting the reserves in national parks and historic reserves.

To check your answers for the Listening Section of Model Test 9, refer to the Answer Key on page 496. For an explanation of the answers, refer to the Explanatory Answers for Model Test 9 on pages 662–676.

Speaking Section

This is the Speaking Section of the Next Generation TOEFL Model Test. This section tests your ability to communicate in English in an academic context. During the test, you will respond to six speaking questions. You may take notes as you listen. You may use your notes to answer the questions. The reading passages and the questions are printed in the book, but most of the directions will be spoken. Your speaking will be evaluated on both the fluency of the language and the accuracy of the content. A clock on the screen will show you how much time you have to prepare your answer and how much time you have to record it.

Independent Speaking Question 1: "A Book"

Question:

Think about a book that you have enjoyed reading. Why did you like it? What was especially interesting about the book? Use specific details and examples to support your response.

Preparation Time: 15 seconds

Recording Time: 45 seconds

Independent Speaking Question 2: "Foreign Travel"

Question:

Some people think that it is better to travel as part of a tour group when they are visiting a foreign country. Other people prefer to make their own travel plans so that they can travel independently. Which approach do you think is better and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds

Recording Time: 45 seconds

Integrated Speaking Question 3: "Old Main"

Reading Time: 45 seconds

Notice Concerning Old Main

The college will be celebrating the one-hundredth anniversary of the founding of the school by renovating Old Main, the original building. Two alternative plans are being considered. One plan would leave the outer structure intact and concentrate on electrical and plumbing upgrades as well as minor structural support. The other plan would demolish all of the building except the clock tower, which would form the centerpiece of a new structure. An open meeting is scheduled for Friday afternoon at three o'clock in the Old Main auditorium.

Question:

The professor expresses her opinion of the plan for the renovation of Old Main. Report her opinion and explain the reasons that she gives for having that opinion.

Preparation Time: 30 seconds

Recording Time: 60 seconds

Integrated Speaking Question 4: "Communication with Primates"

Reading Time: 45 seconds

Communication with Primates

Early experiments to teach primates to communicate with their voices failed because of the differences in their vocal organs, not their intellectual capacity. Dramatic progress was observed when researchers began to communicate by using American Sign Language. Some chimpanzees were able to learn several hundred signs that they put together to express a number of relationships similar to the initial language acquisition of children. In addition, success was achieved by using plastic symbols on a magnetic board, each of which represented a word. For example, a small blue triangle represented an apple. Chimpanzees were able to respond correctly to basic sequences and even to form some higher-level concepts by using the representative system.

Question:

Explain the importance of the Kanzi experiment in the context of research on primate communication.

Preparation Time: 30 seconds

Recording Time: 60 seconds

Integrated Speaking Question 5: “Headaches”

Question:

Describe the woman’s problem and the two suggestions that her friend makes about how to handle it. What do you think the woman should do, and why?

Preparation Time: 20 seconds

Recording Time: 60 seconds

Integrated Speaking Question 6: “Fax Machines”

Question:

Using the main points and examples from the lecture, describe the three parts of a fax machine and then explain how the fax process works.

Preparation Time: 20 seconds

Recording Time: 60 seconds

To check your answers for the Speaking Section of Model Test 9, refer to the Checklists on page 496. For Example Answers, refer to the Explanatory Answers for Model Test 9 on pages 677–682.

Reading Section

This is the Reading Section of the Next Generation TOEFL Model Test. This section tests your ability to understand reading passages like those in college textbooks. There are three passages. After each passage, you will answer twelve or thirteen questions about it. Most questions are worth one point, but one question in each passage is worth more than one point. You will have 25 minutes to read each passage and answer the comprehension questions. You may take notes while you read. You may use your notes to answer the questions. Choose the best answer for multiple-choice questions. Follow the directions on the page or on the screen for computer-assisted questions. Click on **Next** to go to the next question. Click on **Back** to return to the previous question. You may return to previous questions in the same reading passage, but after you go to the next passage, you may not return to a previous passage. A clock on the screen will show you how much time you have to complete each passage.

Independent Reading 1: “Symbiotic Relationships”

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

Symbiosis is a close, long-lasting, physical relationship between two different species. In other words, the two species are usually in physical contact and at least one of them derives some sort of benefit from this contact. There are three different categories of symbiotic relationships: parasitism, commensalism, and mutualism.

Parasitism is a relationship in which one organism, known as the parasite, lives in or on another organism, known as the host, from which it derives nourishment. Generally, the parasite is much smaller than the host. Although the host is harmed by the interaction, it is generally not killed immediately by the parasite, and some host individuals may live a long time and be relatively little affected by their parasites. Some parasites are much more destructive than others, however. Newly established parasite/host relationships are likely to be more destructive than those that have a long evolutionary history. With a long-standing interaction between the parasite and the host, the two species generally evolve in such a way that they can accommodate one another. It is not in the parasite’s best interest to kill its host. If it does, it must find another. Likewise, the host evolves defenses against the parasite, often reducing the harm done by the parasite to a level the host can tolerate.

Parasites that live on the surface of their hosts are known as **ectoparasites**. Fleas, lice, and some molds and mildews are examples of ectoparasites. Many other parasites, like tapeworms, malaria parasites, many kinds of bacteria, and some fungi are called **endoparasites** because they live inside the bodies of their hosts. A tapeworm lives in the intestines of its host where it is able to resist being digested and makes use of the nutrients in the intestine.

Even plants can be parasites. Mistletoe is a flowering plant that is parasitic on trees. It establishes itself on the surface of a tree when a bird transfers the seed to the tree. It then grows down into the water-

conducting tissues of the tree and uses the water and minerals it obtains from these tissues to support its own growth.

If the relationship between organisms is one in which one organism benefits while the other is not affected, it is called **commensalism**. It is possible to visualize a parasitic relationship evolving into a commensal one. Since parasites generally evolve to do as little harm to their host as possible and the host is combating the negative effects of the parasite, they might eventually evolve to the point where the host is not harmed at all. There are many examples of commensal relationships. Many orchids use trees as a surface upon which to grow. The tree is not harmed or helped, but the orchid needs a surface upon which to establish itself and also benefits by being close to the top of the tree, where it can get more sunlight and rain. Some mosses, ferns, and many vines also make use of the surfaces of trees in this way.

In the ocean, many sharks have a smaller fish known as a remora attached to them. Remoras have a sucker on the top of their heads that they can use to attach to the shark. In this way, they can hitchhike a ride as the shark swims along. When the shark feeds, the remora frees itself and obtains small bits of food that the shark misses. Then, the remora reattaches. The shark does not appear to be positively or negatively affected by remoras.

Mutualism is another kind of symbiotic relationship and is actually beneficial to both species involved. In many mutualistic relationships, the relationship is obligatory; the species cannot live without each other. In others, the species can exist separately but are more successful when they are involved in a mutualistic relationship. Some species of *Acacia*, a thorny tree, provide food in the form of sugar solutions in little structures on their stems. Certain species of ants feed on the solutions and live in the tree, which they will protect from other animals by attacking any animal that begins to feed on the tree. Both organisms benefit; the ants receive food and a place to live, and the tree is protected from animals that would use it as food.

One soil nutrient that is usually a limiting factor for plant growth is nitrogen. Many kinds of plants, such as beans, clover, and alder trees, have bacteria that live in their roots in little nodules. The roots form these nodules when they are infected with certain kinds of bacteria. The bacteria do not cause disease but provide the plants with nitrogen-containing molecules that the plants can use for growth. The nitrogen-fixing bacteria benefit from the living site and nutrients that the plants provide, and the plants benefit from the nitrogen they receive.

Glossary:

sucker: an adaptation for sucking nourishment or sticking to a surface

nodules: growths in the form of knots

Question References: "Symbiotic Relationships"

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Parasites that live on the surface of their hosts are known as **ectoparasites**. Fleas, lice, and some molds and mildews are examples of ectoparasites. **[A]** Many other parasites, like tapeworms, malaria parasites, many kinds of bacteria, and some fungi are called **endoparasites** because they live inside the bodies of their hosts. **[B]** A tapeworm lives in the intestines of its host where it is able to resist being digested and makes use of the nutrients in the intestine. **[C]**

Even plants can be parasites. Mistletoe is a flowering plant that is parasitic on trees. It establishes itself on the surface of a tree when a bird transfers the seed to the tree. It then grows down into the water-conducting tissues of the tree and uses the water and minerals it obtains from these tissues to support its own growth. **[D]**

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Glossary:

sucker: an adaptation for sucking nourishment or sticking to a surface

nodules: growths in the form of knots

1. The word **derives** in the passage is closest in meaning to
 - (A) requests
 - (B) pursues
 - (C) obtains
 - (D) rejects
2. The word **it** in the passage refers to
 - (A) host
 - (B) organism
 - (C) parasite
 - (D) relationship
3. The word **relatively** in the passage is closest in meaning to
 - (A) comparatively
 - (B) routinely
 - (C) adversely
 - (D) frequently

4. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
- Ⓐ A parasite is less likely to destroy the host when it attaches itself at first.
 - Ⓑ Parasites that have lived on a host for a long time have probably done a lot of damage.
 - Ⓒ The most destructive phase for a host is when the parasite first invades it.
 - Ⓓ The relationship between a parasite and a host will evolve over time.
5. The word **tolerate** in the passage is closest in meaning to
- Ⓐ permit
 - Ⓑ oppose
 - Ⓒ profit
 - Ⓓ avoid
6. According to paragraph 3, how do ectoparasites survive?
- Ⓐ They live in mold and mildew on their hosts.
 - Ⓑ They digest food in the intestines of their hosts.
 - Ⓒ They live on the nutrients in their bacterial hosts.
 - Ⓓ They inhabit the outside parts of their hosts.
7. Which of the following is mentioned as an example of a commensal relationship?
- Ⓐ Orchids
 - Ⓑ Mistletoe
 - Ⓒ Ants
 - Ⓓ Fungus
8. The word **actually** in the passage is closest in meaning to
- Ⓐ frequently
 - Ⓑ initially
 - Ⓒ really
 - Ⓓ usually
9. In paragraph 7, why does the author use the example of the *Acacia* tree?
- Ⓐ To demonstrate how ants survive by living in trees
 - Ⓑ To explain how two species can benefit from contact
 - Ⓒ To show the relationship between plants and animals
 - Ⓓ To present a problem that occurs often in nature
10. How does bacteria affect beans and clover?
- Ⓐ It causes many of the plants to die.
 - Ⓑ It limits the growth of young plants.
 - Ⓒ It supplies nitrogen to the crops.
 - Ⓓ It infects the roots with harmful nodules.

11. Four squares (□) indicate where the following sentence can be added to the passage.

They live on the feathers of birds or the fur of animals.

Where would the sentence best fit into the passage?

12. In which of the following chapters would this passage most probably appear?

- Ⓐ Environment and Organisms
- Ⓑ Pollution and Policies
- Ⓒ Human Influences on Ecosystems
- Ⓓ Energy Resources

13. Complete a summary of the passage by choosing THREE answer choices that express the most important ideas. The other three sentences do not belong in the summary because they express ideas that are not in the passage or they are minor points that are not as important as the three major points. *This question is worth 2 points.*

What are the categories of relationships between species?

- Ⓐ In commensalism, one species benefits, and the other is not affected.
- Ⓑ Mistletoe is a flowering plant that establishes a parasitic relationship on trees.
- Ⓒ A mutualistic relationship allows both species to benefit from their contact.
- Ⓓ Bacteria provides plants with nitrogen while deriving nutrients from the plants.
- Ⓔ Parasites live and feed in or on another organism referred to as a host.
- Ⓕ Sharks and remora enjoy a commensal relationship in which the shark is not harmed.

Independent Reading 2: "Civilization"

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

Between 4000 and 3000 B.C., significant technical developments began to transform the Neolithic towns. The invention of writing enabled records to be kept, and the use of metals marked a new level of human control over the environment and its resources. Already before 4000 B.C., craftspeople had discovered that metal-bearing rocks could be heated to liquefy metals, which could then be cast in molds to produce tools and weapons that were more useful than stone instruments. Although copper was the first metal to be utilized in producing tools, after 4000 B.C., craftspeople in western Asia discovered that a combination of copper and tin produced bronze, a much harder and more durable metal than copper. Its widespread use has led historians to speak of a Bronze Age from around 3000 to 1200 B.C., when bronze was increasingly replaced by iron.

At first, Neolithic settlements were hardly more than villages. But as their inhabitants mastered the art of farming, they gradually began to give birth to more complex human societies. As wealth increased, such societies began to develop armies and to build walled cities. By the beginning of the Bronze Age, the concentration of larger numbers

of people in the river valleys of Mesopotamia and Egypt was leading to a whole new pattern for human life.

As we have seen, early human beings formed small groups that developed a simple culture that enabled them to survive. As human societies grew and developed greater complexity, a new form of human existence—called civilization—came into being. A civilization is a complex culture in which large numbers of human beings share a number of common elements. Historians have identified a number of basic characteristics of civilizations, most of which are evident in the Mesopotamian and Egyptian civilizations. These include (1) an urban revolution: cities became the focal points for political, economic, social, cultural, and religious development; (2) a distinct religious structure: the gods were deemed crucial to the community's success, and professional priestly classes, as stewards of the gods' property, regulated relations with the gods; (3) new political and military structures: an organized government bureaucracy arose to meet the administrative demands of the growing population while armies were organized to gain land and power; (4) a new social structure based on economic power: while kings and an upper class of priests, political leaders, and warriors dominated, there also existed a large group of free people (farmers, artisans, craftspeople) and at the very bottom, socially, a class of slaves; (5) the development of writing: kings, priests, merchants, and artisans used writing to keep records; and (6) new forms of significant artistic and intellectual activity, such as monumental architectural structures, usually religious, occupied a prominent place in urban environments.

Why early civilizations developed remains difficult to explain. Since civilizations developed independently in India, China, Mesopotamia, and Egypt, can general causes be identified that would explain why all of these civilizations emerged? A number of possible explanations of the beginning of civilization have been suggested. A theory of challenge and response maintains that challenges forced human beings to make efforts that resulted in the rise of civilization. Some scholars have adhered to a material explanation. Material forces, such as the growth of food surpluses, made possible the specialization of labor and development of large communities with bureaucratic organization. But the area of the Fertile Crescent, in which Mesopotamian civilization emerged, was not naturally conducive to agriculture. Abundant food could only be produced with a massive human effort to carefully manage the water, an effort that created the need for organization and bureaucratic control and led to civilized cities. Some historians have argued that nonmaterial forces, primarily religious, provided the sense of unity and purpose that made such organized activities possible. Finally, some scholars doubt that we are capable of ever discovering the actual causes of early civilization.

Question References: “Civilization”

Between 4000 and 3000 B.C., significant technical developments began to transform the Neolithic towns. The invention of writing enabled records to be kept, and the use of metals marked a new level of human control over the environment and its resources. Already before 4000 B.C., craftspeople had discovered that metal-bearing rocks could be heated to liquefy metals, which could then be cast in molds to produce tools and weapons that were more useful than stone instruments. Although copper was the first metal to be utilized in producing tools, after 4000 B.C., craftspeople in western Asia discovered that a combination of copper and tin produced bronze, a much harder and more durable metal than copper. Its widespread use has led historians to speak of a Bronze Age from around 3000 to 1200 B.C., when bronze was increasingly replaced by iron.

At first, Neolithic settlements were hardly more than villages. But as their inhabitants mastered the art of farming, they gradually began to give birth to more complex human societies. As wealth increased, such societies began to develop armies and to build walled cities. By the beginning of the Bronze Age, the concentration of larger numbers of people in the river valleys of Mesopotamia and Egypt was leading to a whole new pattern for human life.

As we have seen, early human beings formed small groups that developed a simple culture that enabled them to survive. As human societies grew and developed greater complexity, a new form of human existence—called civilization—came into being. A civilization is a complex culture in which large numbers of human beings share a number of common elements. Historians have identified a number of basic characteristics of civilizations, most of which are evident in the Mesopotamian and Egyptian civilizations. These include (1) an urban revolution: cities became the focal points for political, economic, social, cultural, and religious development; (2) a distinct religious structure: the gods were deemed crucial to the community’s success, and professional priestly classes, as stewards of the gods’ property, regulated relations with the gods; (3) new political and military structures: an organized government bureaucracy arose to meet the administrative demands of the growing population while armies were organized to gain land and power; (4) a new social structure based on economic power: while kings and an upper class of priests, political leaders, and warriors dominated, there also existed a large group of free people (farmers, artisans, craftspeople) and at the very bottom, socially, a class of slaves; (5) the development of writing: kings, priests, merchants, and artisans used writing to keep records; and (6) new forms of significant artistic and intellectual activity, such as monumental architectural structures, usually religious, occupied a prominent place in urban environments.

Why early civilizations developed remains difficult to explain.

[A] Since civilizations developed independently in India, China, Mesopotamia, and Egypt, can general causes be identified that would explain why all of these civilizations emerged? [B] A number of possible explanations of the beginning of civilization have been

suggested. [C] A theory of challenge and response maintains that challenges forced human beings to make efforts that resulted in the rise of civilization. Some scholars have adhered to a material explanation. [D] Material forces, such as the growth of food surpluses, made possible the specialization of labor and development of large communities with bureaucratic organization. But the area of the Fertile Crescent, in which Mesopotamian civilization emerged, was not naturally conducive to agriculture. Abundant food could only be produced with a massive human effort to carefully manage the water, an effort that created the need for organization and bureaucratic control and led to civilized cities. Some historians have argued that nonmaterial forces, primarily religious, provided the sense of unity and purpose that made such organized activities possible. Finally, some scholars doubt that we are capable of ever discovering the actual causes of early civilization.

1. Which of the following is the best definition of a civilization?
 - (A) Neolithic towns and cities
 - (B) Types of complex cultures
 - (C) An agricultural community
 - (D) Large population centers

2. The word **its** in the passage refers to
 - (A) copper
 - (B) bronze
 - (C) metal
 - (D) iron

3. According to paragraph 2, what happens as societies become more prosperous?
 - (A) More goods are produced.
 - (B) Walled cities are built.
 - (C) Laws are instituted.
 - (D) The size of families is increased.

4. The word **hardly** in the passage is closest in meaning to
 - (A) frequently
 - (B) likely
 - (C) barely
 - (D) obviously

5. Why does the author mention Neolithic towns?
 - (A) To give an example of a civilization
 - (B) To explain the invention of writing systems
 - (C) To argue that they should be classified as villages
 - (D) To contrast them with the civilizations that evolved

6. According to paragraph 3, how was the class system structured?
- Ⓐ There was an upper class and a lower class.
 - Ⓑ There were slaves, free people, and a ruling class.
 - Ⓒ There was a king, an army, and slaves.
 - Ⓓ There were intellectuals and uneducated farmers and workers.
7. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
- Ⓐ Mesopotamian and Egyptian civilizations exhibit the majority of the characteristics identified by historians.
 - Ⓑ The characteristics that historians have identified are not found in the Egyptian and Mesopotamian cultures.
 - Ⓒ Civilizations in Mesopotamia and Egypt were identified by historians who were studying the characteristics of early cultures.
 - Ⓓ The identification of most historical civilizations includes either Egypt or Mesopotamia on the list.
8. The word **crucial** in the passage is closest in meaning to
- Ⓐ fundamental
 - Ⓑ arbitrary
 - Ⓒ disruptive
 - Ⓓ suitable
9. The word **prominent** in the passage is closest in meaning to
- Ⓐ weak
 - Ⓑ important
 - Ⓒ small
 - Ⓓ new
10. According to paragraph 4, how can the independent development of civilization in different geographic regions be explained?
- Ⓐ Scholars agree that food surpluses encouraged populations to be concentrated in certain areas.
 - Ⓑ There are several theories that explain the rise of civilization in the ancient world.
 - Ⓒ The model of civilization was probably carried from one region to another along trade routes.
 - Ⓓ Historians attribute the emergence of early cities at about the same time as a coincidence.
11. All of the following are cited as reasons why civilizations developed EXCEPT
- Ⓐ Religious practices unified the population.
 - Ⓑ The management of water required organization.
 - Ⓒ A major climate change made living in groups necessary.
 - Ⓓ Extra food resulted in the expansion of population centers.
12. Four squares (□) indicate where the following sentence can be added to the passage.
- Some historians believe they can be established.***
- Where would the sentence best fit into the passage?

13. Complete a summary of the passage by choosing **THREE** answer choices that express the most important ideas. The other three sentences do not belong in the summary because they express ideas that are not in the passage or they are minor points that are not as important as the three major points. *This question is worth 2 points.*

What are some of the qualities that define a civilization?

- Ⓐ Free citizens who work in professions for pay
- Ⓑ Bureaucracies for the government and armies
- Ⓒ Libraries to house art and written records
- Ⓓ A strategic location near rivers or the sea
- Ⓔ Organized religion, writing, and art
- Ⓕ A densely populated group with a class structure

Independent Reading 3: “The Scientific Method”

Directions:

Choose the best answer for multiple-choice questions. Follow the directions on the page for computer-assisted questions.

In brief, the modern **scientific method** is an organized approach to explaining observed facts, with a model of nature, subject to the constraint that any proposed model must be testable and the provision that the model must be modified or discarded if it fails these tests.

In its most idealized form, the scientific method begins with a set of observed facts. A fact is supposed to be a statement that is objectively true. For example, we consider it a fact that the Sun rises each morning, that the planet Mars appeared in a particular place in our sky last night, and that the Earth rotates. Facts are not always obvious, as illustrated by the case of the Earth’s rotation. For most of human history, the Earth was assumed to be stationary at the center of the universe. In addition, our interpretations of facts often are based on beliefs about the world that others might not share. For example, when we say that the Sun rises each morning, we assume that it is the same Sun day after day—an idea that might not have been accepted by ancient Egyptians, whose mythology held that the Sun died with every sunset and was reborn with every sunrise. Nevertheless, facts are the raw material that scientific models seek to explain, so it is important that scientists agree on the facts. In the context of science, a fact must therefore be something that anyone can verify for himself or herself, at least in principle.

Once the facts have been collected, a model can be proposed to explain them. A useful model must also make predictions that can be tested through further observations or experiments. Ptolemy’s model of the universe was useful because it predicted future locations of the Sun, Moon, and planets in the sky. However, although the Ptolemaic model remained in use for nearly 1,500 years, eventually it became clear that its predictions didn’t quite match actual observations—a key reason why the Earth-centered model of the universe finally was discarded.

In summary, the idealized scientific method proceeds as follows:

- *Observation*: The scientific method begins with the collection of a set of observed facts.
- *Hypothesis*: A model is proposed to explain the observed facts and to make new predictions. A proposed model is often called a **hypothesis**, which essentially means an *educated guess*.
- *Further observations/experiments*: The model's predictions are tested through further observations or experiments. When a prediction is verified, we gain confidence that the model truly represents nature. When a prediction fails, we recognize that the model is flawed, and we therefore must refine or discard the model.
- *Theory*: A model must be continually challenged with new observations or experiments by many different scientists. A model achieves the status of a scientific theory only after a broad range of its predictions has been repeatedly verified. Note that, while we can have great confidence that a scientific theory truly represents nature, we can never prove a theory to be true *beyond all doubt*. Therefore, even well-established theories must be subject to continuing challenges through further observations and experiments.

In reality, scientific discoveries rarely are made by a process as mechanical as the idealized scientific method described here. For example, Johannes Kepler, who discovered the laws of planetary motion in the early 1600s, tested his model against observations that had been made previously, rather than verifying new predictions based on his model. Moreover, like most scientific work, Kepler's work involved intuition, collaboration with others, moments of insight, and luck. Nevertheless, with hindsight we can look back at Kepler's theory and see that other scientists eventually made plenty of observations to verify the planetary positions predicted by his model. In that sense, the scientific method represents an ideal prescription for judging objectively whether a proposed model of nature is close to the truth.

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about the world that others might not share. For example, when we say that the Sun rises each morning, we assume that it is the same Sun day after day—an idea that might not have been accepted by ancient Egyptians, whose mythology held that the Sun died with every sunset and was reborn with every sunrise. [C] Nevertheless, facts are the raw material that scientific models seek to explain, so it is important that scientists agree on the facts. [D] In the context of science, a fact must therefore be something that anyone can verify for himself or herself, at least in principle.

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In summary, the idealized scientific method proceeds as follows:

- *Observation*: The scientific method begins with the collection of a set of observed facts.
- *Hypothesis*: A model is proposed to explain the observed facts and to make new predictions. A proposed model is often called a **hypothesis**, which **essentially** means an *educated guess*.
- *Further observations/experiments*: The model's predictions are tested through further observations or experiments. When a prediction is verified, we gain confidence that the model truly represents nature. When a prediction fails, we recognize that the model is **flawed**, and we therefore must refine or discard the model.
- *Theory*: A model must be continually challenged with new observations or experiments by many different scientists. A model achieves the status of a scientific theory only after a broad range of its predictions has been repeatedly verified. Note that, while we can have great confidence that a scientific theory truly represents nature, we can never prove a theory to be true *beyond all doubt*. Therefore, even well-established theories must be subject to continuing challenges through further observations and experiments.

In reality, scientific discoveries rarely are made by a process as mechanical as the idealized scientific method described here. For example, Johannes Kepler, who discovered the laws of planetary motion in the early 1600s, tested his model against observations that had been made previously, rather than verifying new predictions based on his model. Moreover, like most scientific work, Kepler's work involved intuition, collaboration with others, moments of insight, and luck. Nevertheless, with hindsight we can look back at Kepler's theory and see that other scientists eventually made **plenty** of observations to verify the planetary positions predicted by his model. In that sense, the scientific method represents an ideal prescription for judging **objectively** whether a proposed model of nature is close to the truth.

1. The word **obvious** in the passage is closest in meaning to
 - (A) interesting
 - (B) clear
 - (C) simple
 - (D) correct

2. Why did the author give the example of the ancient Egyptians in paragraph 2?
 - (A) To explain the rotation of the Earth and the Sun
 - (B) To prove that facts may be interpreted differently across cultures
 - (C) To present a fact that can be verified by the reader
 - (D) To discard a model that was widely accepted

3. The word **essentially** in the passage is closest in meaning to
 - (A) obviously
 - (B) occasionally
 - (C) basically
 - (D) oddly

4. The word **flawed** in the passage is closest in meaning to
 - (A) not perfect
 - (B) not modern
 - (C) not routine
 - (D) not accepted

5. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.
 - (A) An ideal form of the scientific method is explained in this passage.
 - (B) Making a discovery by using an ideal form of the scientific method is unusual.
 - (C) The description of the scientific method is a mechanical process.
 - (D) Here is an idealized description of the scientific process for scientific discovery.

6. According to paragraph 3, why was the Ptolemaic model replaced?
 - (A) The model was not useful in forecasting the movement of the Sun.
 - (B) The predictions did not conform to observations of the universe.
 - (C) The Ptolemaic model had been in use for about 1,500 years.
 - (D) Most scientists believed that the Earth was the center of the universe.

7. According to paragraph 4, theories that are generally accepted
 - (A) must still be verified
 - (B) have several models
 - (C) can be unscientific
 - (D) are very simple

8. According to paragraph 5, what did Kepler do to verify his theory of planetary motion?
 - (A) He made predictions based on the model.
 - (B) He asked other scientists to make predictions.
 - (C) He used prior observations to test the model.
 - (D) He relied on insight to verify the theory.

9. The word **plenty** in the passage is closest in meaning to

- Ⓐ broad
- Ⓑ reliable
- Ⓒ detailed
- Ⓓ numerous

10. All of the following statements are part of a definition of the term *fact* EXCEPT

- Ⓐ A fact is objectively true.
- Ⓑ A fact can be verified.
- Ⓒ A fact may be interpreted.
- Ⓓ A fact must be comprehensible.

11. It may be concluded from information in this passage that a model

- Ⓐ does not always reflect observations
- Ⓑ is not subject to change like theories are
- Ⓒ is considered true without doubt
- Ⓓ does not require further experimentation

12. Four squares (□) indicate where the following sentence can be added to the passage.

Clearly, cultural orientation will influence the way that scientists will explain their observations.

Where would the sentence best fit into the passage?

13. Complete a summary of the passage by choosing **THREE** answer choices that express the most important ideas. The other three sentences do not belong in the summary because they express ideas that are not in the passage or they are minor points that are not as important as the three major points. ***This question is worth 2 points.***

What are the three basic steps in the scientific method?

- Ⓐ Observational data collection
- Ⓑ Proof without question
- Ⓒ The testing of a hypothesis
- Ⓓ Intuitive discoveries
- Ⓔ A model that supports predictions
- Ⓕ The general approval of a paradigm

To check your answers for the Reading Section of Model Test 9, refer to the Answer Key on page 497. For an explanation of the answers, refer to the Explanatory Answers for Model Test 9 on pages 683–685.

Writing Section

This is the Writing Section of the Next Generation TOEFL Model Test. This section tests your ability to write essays in English. During the test, you will write two essays. The independent essay usually asks for your opinion about a familiar topic. The integrated essay asks for your response to an academic reading passage, a lecture, or both. You may take notes as you read and listen. You may use your notes to write the essays. If a lecture is included, it will be spoken, but the directions and the questions will be written. A clock on the screen will show you how much time you have to complete each essay.

Independent Writing: “Study in the United States”

Directions:

You have 30 minutes to plan, write, and revise your essay. Typically, a good response will require that you write a minimum of 300 words.

Question:

You are planning to study in the United States. What do you think you will like and dislike about this experience? Why? Use specific reasons and details to support your answer.

Notes

Use this space for essay notes only. Work done on this work sheet will *not* be scored.

Essay

Lined writing area consisting of approximately 30 horizontal lines for text entry.

Integrated Writing: “Problem Solving”

Directions:

You have 20 minutes to plan, write and revise your response to a reading passage and a lecture on the same topic. First, read the passage below and take notes. Then, listen to the lecture and take notes. Finally, write your response to the writing question. Typically, a good response will require that you write 200–250 words.

Solving a problem can be broken down into several steps. First, the problem must be identified correctly. Psychologists refer to this step as *problem representation*. For many problems, figuring out which information is relevant and which is extraneous can be difficult and can interfere with arriving at a good solution. Clearly, before a problem can be solved, it must be obvious what the problem is, however, this is not as easy as it might seem. One obstacle to efficient problem representation is *functional fixedness*, that is, allowing preconceived notions and even prejudices to color the facts. Most people tend to see objects and events in certain fixed ways, and by being inflexible in viewing the problem, they may be unable to notice the tools for the solution. Once the problem is identified accurately, however, the second step consists of considering the alternatives for a solution. A common way to evaluate alternatives is to write them down and then make a list of advantages and disadvantages for each solution. Here again, people may be limited by prior experiences. Often people adopt *mental sets* that lead them to the same problem-solving strategies that were successful for problems in the past. Although that can be helpful most of the time, sometimes a new situation requires a different strategy. In that case, the mental set must be abandoned, and new alternatives must be explored. This can be a difficult adjustment for some people.

After the alternatives have been compared, a strategy must be selected from among them. One way to avoid becoming mired in the options is to try the best option with a view to abandoning it for another if the results are unfavorable. This attitude allows many people to move on expeditiously to the next step—action. The strategy selected must be implemented and tested. If it solves the problem, no further action is necessary, but if not, then an unsuccessful solution may actually lead to a more successful option. If the solution is still not apparent, then the cycle begins again, starting with problem identification. By continuing to review the problem and repeat the problem-solving steps, the solution can be improved upon and refined.

Question:

Summarize the main points in the lecture, referring to the way that they relate to the reading passage.

Notes

Use this space for essay notes only. Work done on this work sheet will **not** be scored.

To check your answers for the Writing Section of Model Test 9, refer to the Checklists on page 497. For Example Answers, refer to the Explanatory Answers for Model Test 9 on pages 685–687.



ANSWER KEYS

ANSWER KEY—EXERCISES FOR STRUCTURE

Patterns

<i>Problem</i>	<i>Part A</i>	<i>Part B</i>	<i>Problem</i>	<i>Part A</i>	<i>Part B</i>
Problem 1	(A)	(A) have	Problem 26	(A)	(A) The philosophy
Problem 2	(C)	(A) to evolve	Problem 27	(D)	(B) no
Problem 3	(D)	(B) smoking	Problem 28	(C)	(A) Most of <i>or</i> Almost all of
Problem 4	(D)	(B) permitting	Problem 29	(C)	(A) Sex education
Problem 5	(C)	(A) saw	Problem 30	(A)	(B) four-stage
Problem 6	(A)	(B) turns <i>or</i> will turn	Problem 31	(A)	(B) so expensive
Problem 7	(A)	(C) will have to pay <i>or</i> may have to pay	Problem 32	(B)	(B) the same
Problem 8	(A)	(C) unless they complete	Problem 33	(C)	(D) like
Problem 9	(D)	(B) be used	Problem 34	(A)	(B) differ from <i>or</i> are different from
Problem 10	(B)	(A) be	Problem 35	(C)	(A) as much as
Problem 11	(B)	(B) for making <i>or</i> to make	Problem 36	(A)	(A) more than
Problem 12	(C)	(C) measured	Problem 37	(C)	(C) as many as
Problem 13	(A)	(A) It is believed	Problem 38	(C)	(B) most
Problem 14	(D)	(C) will have succeeded	Problem 39	(C)	(B) worse
Problem 15	(B)	(B) is losing	Problem 40	(C)	(A) the more intense
Problem 16	(B)	(D) should be discontinued	Problem 41	(A)	(B) like that of England
Problem 17	(A)	(D) for them	Problem 42	(B)	(B) besides
Problem 18	(A)	(A) which	Problem 43	(C)	(C) because
Problem 19	(C)	(C) eight or ten computers	Problem 44	(D)	(D) also easy to install
Problem 20	(C)	(A) Religion	Problem 45	(B)	(D) complete
Problem 21	(B)	(A) Space	Problem 46	(D)	(C) the plane is
Problem 22	(C)	(A) Progress	Problem 47	(B)	(B) does the same major league baseball team win
Problem 23	(B)	(C) pieces of equipment	Problem 48	(C)	(A) since 1930
Problem 24	(C)	(A) Spelling <i>or</i> To spell	Problem 49	(C)	(B) as a whole
Problem 25	(B)	(A) is	Problem 50	(B)	(B) that

Style

<i>Problem</i>		<i>Part A</i>	<i>Part B</i>	<i>Problem</i>		<i>Part A</i>	<i>Part B</i>
Problem	1	(C)	(C) were	Problem	12	(B)	(B) rapidly
Problem	2	(C)	(B) gave	Problem	13	(B)	(A) an old one <i>or</i> an ancient one
Problem	3	(B)	(B) enables	Problem	14	(C)	(A) ✗
Problem	4	(C)	(A) is	Problem	15	(B)	(A) raised
Problem	5	(B)	(A) There are	Problem	16	(C)	(A) lies
Problem	6	(D)	(D) its	Problem	17	(B)	(B) sits
Problem	7	(B)	(C) their	Problem	18	(B)	(C) do
Problem	8	(B)	(A) Having designed	Problem	19	(A)	(B) depends on
Problem	9	(D)	(C) find	Problem	20	(B)	(B) differ
Problem	10	(C)	(B) to develop				
Problem	11	(B)	(D) to use as currency				

ANSWER KEY—EXERCISES FOR READING

Problem 1. Previewing

A black hole is a region of space created by the total gravitational collapse of matter. It is so intense that nothing, not even light or radiation, can escape. In other words, it is a one-way surface through which matter can fall inward but cannot emerge.

Some astronomers believe that a black hole may be formed when a large star collapses inward from its own weight. So long as they are emitting heat and light into space, stars support themselves against their own gravitational pull with the outward thermal pressure generated by heat from nuclear reactions deep in their interiors. But if a star eventually exhausts its nuclear fuel, then its unbalanced gravitational attraction could cause it to contract and collapse. Furthermore, it could begin to pull in surrounding matter, including nearby comets and planets, creating a black hole.

The topic is black holes.

Problem 2. Reading for Main Ideas

For more than a century, despite attacks by a few opposing scientists, Charles Darwin's theory of evolution by natural selection has stood firm. Now, however, some respected biologists are beginning to question whether the theory accounts for major developments such as the shift from water to land habitation. Clearly, evolution has not proceeded steadily but has progressed by radical advances. Recent research in molecular biology, particularly in the study of DNA, provides us with a new possibility. Not only environmental changes but also genetic codes in the underlying structure of DNA could govern evolution.

*The main idea is that biologists are beginning to question Darwin's theory.
A good title would be "Questions about Darwin's Theory."*

Problem 3. Using Contexts for Vocabulary

1. *To auction* means to sell.
2. *Proprietor* means an owner.
3. *Formerly* means in the past.
4. *To sample* means to try or to taste.
5. *Royalty* means payment.

Problem 4. Scanning for Details

To prepare for a career in engineering, a student must begin planning in high school. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology, and physics. The remaining credits should include four in English and at least three in the humanities and social sciences. The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the student who needs additional work should expect to spend five instead of four years to complete a degree.

1. What is the average grade point for an entering freshman in engineering?

2.5

2. When should a student begin planning for a career in engineering?

in high school

3. How can a student correct deficiencies in preparation?

by spending five years

4. How many credits should a student have in English?

four

5. How many credits are required for a high school diploma?

sixteen

Problem 5. Making Inferences

When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. An ion is an atom or a group of atoms which has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chlorine ions.

A strong acid ionizes to a great extent, but a weak acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not on how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized whereas boric acid and carbonic acid do not.

1. What kind of acid is sulfuric acid?

*A strong acid ionizes to a great extent, and sulfuric acid becomes greatly ionized.
Conclusion: Sulfuric acid is a strong acid.*

2. What kind of acid is boric acid?

*A weak acid does not ionize so much and boric acid does not ionize greatly.
Conclusion: Boric acid is a weak acid.*

Problem 6. Identifying Exceptions

All music consists of two elements—expression and design. Expression is inexact and subjective, and may be enjoyed in a personal or instinctive way. Design, on the other hand is exact and must be analyzed objectively in order to be understood and appreciated. The folk song, for example, has a definite musical design which relies on simple repetition with a definite beginning and ending. A folk song generally consists of one stanza of music repeated for each stanza of verse.

Because of their communal, and usually uncertain origin, folk songs are often popular verse set to music. They are not always recorded, and tend to be passed on in a kind of musical version of oral history. Each singer revises and perfects the song. In part as a consequence of this continuous revision process, most folk songs are almost perfect in their construction and design. A particular singer's interpretation of the folk song may provide an interesting expression, but the simple design that underlies the song itself is stable and enduring.

1. All of the following are true of a folk song EXCEPT
 - ✓ There is a clear start and finish.
 - ✓ The origin is often not known.
 - The design may change in the interpretation.
 - ✓ Simple repetition is characteristic of its design.

Problem 7. Locating References

The National Road, also known as the Cumberland Road, was constructed in the early 1800s to provide transportation between the established commercial areas of the East and Northwest Territory. By 1818, the road had reached Wheeling, West Virginia, 130 miles from its point of origin in Cumberland, Maryland. The cost was a monumental thirteen thousand dollars per mile.

Upon reaching the Ohio River, the National Road became one of the major trade routes to the western states and territories, providing Baltimore with a trade advantage over neighboring cities. In order to compete, New York state authorized the construction of the Erie Canal, and Philadelphia initiated a transportation plan to link it with Pittsburgh. Towns along the rivers, canals, and the new National Road became important trade centers.

1. The word “its” in line 4 refers to *the road*.
2. The word “it” in line 9 refers to *the canal*.

Problem 8. Referring to the Passage

In September of 1929, traders experienced a lack of confidence in the stock market’s ability to continue its phenomenal rise. Prices fell. For many inexperienced investors, the drop produced a panic. They had all their money tied up in the market, and they were pressed to sell before the prices fell even lower. Sell orders were coming in so fast that the ticker tape at the New York Stock Exchange could not accommodate all the transactions.

To try to reestablish confidence in the market, a powerful group of New York bankers agreed to pool their funds and purchase stock above current market values. Although the buy orders were minimal, they were counting on their reputations to restore confidence on the part of the smaller investors, thereby affecting the number of sell orders. On Thursday, October 24, Richard Whitney, the Vice President of the New York Stock Exchange and a broker for the J.P. Morgan Company, made the effort on their behalf. Initially, it appeared to have been successful, then, on the following Tuesday, the crash began again and accelerated. By 1932, stocks were worth only twenty percent of their value at the 1929 high. The results of the crash had extended into every aspect of the economy, causing a long and painful depression, referred to in American history as the Great Depression.

1. Where in the passage does the author refer to the reason for the stock market crash? *Lines 1-3.*
2. Where in the passage does the author suggest that there was a temporary recovery in the stock market? *Lines 11-12.*

ANSWER KEY—MODEL TESTS

Model Test 1—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | | | | | | |
|--------|---------|---------|---------|---------|---------|---------|------------|------------|---------|
| 1. (C) | 6. (B) | 11. (B) | 16. (C) | 21. (B) | 26. (C) | 31. (C) | 36. (C) | 41. (B) | 46. (A) |
| 2. (A) | 7. (D) | 12. (A) | 17. (C) | 22. (C) | 27. (D) | 32. (A) | 37. (B) | 42. (A) | 47. (B) |
| 3. (C) | 8. (C) | 13. (C) | 18. (D) | 23. (B) | 28. (B) | 33. (C) | 38. (B) | 43. (A)(C) | 48. (C) |
| 4. (A) | 9. (D) | 14. (B) | 19. (C) | 24. (D) | 29. (A) | 34. (A) | 39. (A) | 44. (B) | 49. (B) |
| 5. (A) | 10. (C) | 15. (C) | 20. (B) | 25. (C) | 30. (A) | 35. (C) | 40. (C)(D) | 45. (C) | 50. (B) |

Section 2: Structure

- | | | | | | | |
|--------|--------|---------|---------|---------|---------|---------|
| 1. (B) | 5. (C) | 9. (A) | 13. (D) | 17. (A) | 21. (D) | 25. (A) |
| 2. (C) | 6. (B) | 10. (B) | 14. (C) | 18. (A) | 22. (D) | |
| 3. (A) | 7. (B) | 11. (C) | 15. (C) | 19. (A) | 23. (B) | |
| 4. (D) | 8. (A) | 12. (A) | 16. (D) | 20. (B) | 24. (D) | |

Section 3: Reading

- | | | | | |
|-------------------------------|-------------------------------|---------------|----------------------|--------------------------------|
| 1. (B) | 10. (A) | 17. (C) | 27. (B) | 37. (A) |
| 2. (B) | 11. (B) | 18. (A) | 28. (B) | 38. (C) |
| 3. (D) | 12. (A) | 19. (B) | 29. (C) | 39. large |
| 4. (A) | 13. (B) | 20. award | 30. (C) | 40. (B) |
| 5. sentence 6,
paragraph 1 | 14. (B) | 21. (C) | 31. brilliant tricks | 41. (A) |
| 6. (A) | 15. "...invented
dynamite. | 22. generally | 32. purpose | 42. (B) |
| 7. (B) | When he | 23. (D) | 33. (B) | 43. (B) |
| 8. (B) | read..." | 24. (A) | 34. (B) | 44. sentence 2,
paragraph 3 |
| 9. (C) | 16. (D) | 25. (B) | 35. (B) | 45. (C) |
| | | 26. (D) | 36. (D) | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

ANSWER KEY—MODEL TESTS

Model Test 1—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | | | | | | |
|--------|---------|---------|---------|---------|---------|---------|------------|------------|---------|
| 1. (C) | 6. (B) | 11. (B) | 16. (C) | 21. (B) | 26. (C) | 31. (C) | 36. (C) | 41. (B) | 46. (A) |
| 2. (A) | 7. (D) | 12. (A) | 17. (C) | 22. (C) | 27. (D) | 32. (A) | 37. (B) | 42. (A) | 47. (B) |
| 3. (C) | 8. (C) | 13. (C) | 18. (D) | 23. (B) | 28. (B) | 33. (C) | 38. (B) | 43. (A)(C) | 48. (C) |
| 4. (A) | 9. (D) | 14. (B) | 19. (C) | 24. (D) | 29. (A) | 34. (A) | 39. (A) | 44. (B) | 49. (B) |
| 5. (A) | 10. (C) | 15. (C) | 20. (B) | 25. (C) | 30. (A) | 35. (C) | 40. (C)(D) | 45. (C) | 50. (B) |

Section 2: Structure

- | | | | | | | |
|--------|--------|---------|---------|---------|---------|---------|
| 1. (B) | 5. (C) | 9. (A) | 13. (D) | 17. (A) | 21. (D) | 25. (A) |
| 2. (C) | 6. (B) | 10. (B) | 14. (C) | 18. (A) | 22. (D) | |
| 3. (A) | 7. (B) | 11. (C) | 15. (C) | 19. (A) | 23. (B) | |
| 4. (D) | 8. (A) | 12. (A) | 16. (D) | 20. (B) | 24. (D) | |

Section 3: Reading

- | | | | | |
|-------------------------------|-------------------------------|---------------|----------------------|--------------------------------|
| 1. (B) | 10. (A) | 17. (C) | 27. (B) | 37. (A) |
| 2. (B) | 11. (B) | 18. (A) | 28. (B) | 38. (C) |
| 3. (D) | 12. (A) | 19. (B) | 29. (C) | 39. large |
| 4. (A) | 13. (B) | 20. award | 30. (C) | 40. (B) |
| 5. sentence 6,
paragraph 1 | 14. (B) | 21. (C) | 31. brilliant tricks | 41. (A) |
| 6. (A) | 15. "...invented
dynamite. | 22. generally | 32. purpose | 42. (B) |
| 7. (B) | When he | 23. (D) | 33. (B) | 43. (B) |
| 8. (B) | read..." | 24. (A) | 34. (B) | 44. sentence 2,
paragraph 3 |
| 9. (C) | 16. (D) | 25. (B) | 35. (B) | 45. (C) |
| | | 26. (D) | 36. (D) | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 2—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | | | | | |
|--------|---------|---------|---------|---------|------------|---------|------------|---------------|
| 1. (B) | 7. (B) | 13. (D) | 19. (A) | 25. (B) | 31. (C) | 37. (C) | 43. (A) | 49. (B)(A)(C) |
| 2. (D) | 8. (A) | 14. (C) | 20. (A) | 26. (D) | 32. (B) | 38. (B) | 44. (A)(B) | 50. (A) |
| 3. (D) | 9. (C) | 15. (A) | 21. (C) | 27. (C) | 33. (C) | 39. (D) | 45. (C) | |
| 4. (B) | 10. (A) | 16. (B) | 22. (B) | 28. (B) | 34. (D) | 40. (A) | 46. (C)(D) | |
| 5. (D) | 11. (B) | 17. (B) | 23. (C) | 29. (D) | 35. (B) | 41. (C) | 47. (B) | |
| 6. (A) | 12. (D) | 18. (B) | 24. (B) | 30. (B) | 36. (A)(B) | 42. (C) | 48. (C) | |

Section 2: Structure

- | | | | | | | |
|--------|--------|---------|---------|---------|---------|---------|
| 1. (A) | 5. (C) | 9. (A) | 13. (A) | 17. (C) | 21. (A) | 25. (B) |
| 2. (A) | 6. (B) | 10. (A) | 14. (B) | 18. (C) | 22. (A) | |
| 3. (C) | 7. (A) | 11. (B) | 15. (D) | 19. (A) | 23. (B) | |
| 4. (D) | 8. (C) | 12. (A) | 16. (C) | 20. (C) | 24. (B) | |

Section 3: Reading

- | | | | | |
|-----------------|-----------------|-----------------|-------------------|-----------------|
| 1. (A) | 12. (C) | 21. "...a rude | 29. (C) | 37. (B) |
| 2. (C) | 13. (D) | noise. | 30. (A) | 38. (A) |
| 3. (A) | 14. sentence 4, | Gestures | 31. (C) | 39. (A) |
| 4. (A) | paragraph 1 | such as..." | 32. sentence 5, | 40. (C) |
| 5. (D) | 15. (A) | 22. (B) | paragraph 3 | 41. (B) |
| 6. (A) | 16. (B) | 23. interaction | 33. damage | 42. (C) |
| 7. (D) | 17. (D) | 24. (D) | 34. "...solids or | 43. sentence 3, |
| 8. data | 18. signs | 25. (D) | liquids. One | paragraph 1 |
| 9. (C) | 19. (B) | 26. (D) | objection..." | 44. tamed |
| 10. problems | 20. (C) | 27. (B) | 35. (A) | 45. (A) |
| 11. sentence 2, | | 28. (B) | 36. (D) | |
| paragraph 2 | | | | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 3—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | | | | |
|--------|---------|---------|---------|---------|------------|---------|------------|
| 1. (A) | 8. (C) | 15. (C) | 22. (B) | 29. (B) | 36. (B) | 42. (D) | 49. (A)(C) |
| 2. (C) | 9. (D) | 16. (A) | 23. (C) | 30. (A) | 37. (A) | 43. (A) | 50. (A) |
| 3. (C) | 10. (B) | 17. (B) | 24. (C) | 31. (C) | 38. (B)(C) | 44. (B) | |
| 4. (A) | 11. (A) | 18. (D) | 25. (A) | 32. (B) | 39. (C)(B) | 45. (B) | |
| 5. (A) | 12. (A) | 19. (B) | 26. (A) | 33. (B) | (D)(A) | 46. (C) | |
| 6. (A) | 13. (D) | 20. (B) | 27. (B) | 34. (D) | 40. (B) | 47. (D) | |
| 7. (C) | 14. (A) | 21. (C) | 28. (B) | 35. (C) | 41. (A) | 48. (D) | |

Section 2: Structure

- | | | | | | | |
|--------|--------|---------|---------|---------|---------|---------|
| 1. (C) | 5. (B) | 9. (C) | 13. (B) | 17. (B) | 21. (C) | 25. (D) |
| 2. (B) | 6. (A) | 10. (A) | 14. (B) | 18. (B) | 22. (A) | |
| 3. (A) | 7. (C) | 11. (C) | 15. (D) | 19. (A) | 23. (C) | |
| 4. (B) | 8. (D) | 12. (B) | 16. (C) | 20. (A) | 24. (A) | |

Section 3: Reading

- | | | | | |
|----------------------------|-----------------|-----------------|---------------------------|-----------------------------|
| 1. (A) | 10. (C) | 21. earthquakes | 32. "...other life forms. | 39. (C) |
| 2. (D) | 11. (C) | 22. (D) | Although | 40. (C) |
| 3. (C) | 12. (A) | 23. (B) | some | 41. (A) |
| 4. (D) | 13. (B) | 24. segmented | insects..." | 42. (A) |
| 5. very successful | 14. (C) | 25. (C) | 33. (D) | 43. sentence 2, paragraph 4 |
| 6. (A) | 15. (C) | 26. (A) | 34. (D) | 44. (A) |
| 7. (C) | 16. (D) | 27. (A) | 35. (D) | 45. (C) |
| 8. (D) | 17. (D) | 28. (B) | 36. (B) | |
| 9. sentence 4, paragraph 2 | 18. (C) | 29. (C) | 37. locomotion | |
| | 19. (A) | 30. (A) | 38. (C) | |
| | 20. devastating | 31. (C) | | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 4—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | | | | | | |
|--------|---------|---------|---------|---------|---------|---------|---------|------------|---------|
| 1. (C) | 6. (C) | 11. (A) | 16. (D) | 21. (D) | 26. (B) | 31. (D) | 36. (C) | 41. (D) | 46. (B) |
| 2. (A) | 7. (B) | 12. (D) | 17. (A) | 22. (D) | 27. (D) | 32. (A) | 37. (D) | 42. (A)(C) | 47. (D) |
| 3. (A) | 8. (C) | 13. (A) | 18. (B) | 23. (A) | 28. (B) | 33. (C) | 38. (D) | 43. (B) | 48. (D) |
| 4. (B) | 9. (A) | 14. (A) | 19. (C) | 24. (D) | 29. (B) | 34. (A) | 39. (C) | 44. (B) | 49. (C) |
| 5. (D) | 10. (B) | 15. (C) | 20. (D) | 25. (B) | 30. (C) | 35. (C) | 40. (C) | 45. (C) | 50. (B) |

Section 2: Structure

- | | | | | | | |
|--------|--------|---------|---------|---------|---------|---------|
| 1. (D) | 5. (B) | 9. (B) | 13. (B) | 17. (D) | 21. (D) | 25. (D) |
| 2. (B) | 6. (A) | 10. (C) | 14. (D) | 18. (C) | 22. (A) | |
| 3. (C) | 7. (B) | 11. (D) | 15. (C) | 19. (C) | 23. (B) | |
| 4. (D) | 8. (C) | 12. (C) | 16. (A) | 20. (D) | 24. (D) | |

Section 3: Reading

- | | | | | |
|----------------|-----------------|------------|------------------|-----------------|
| 1. (A) | 11. (B) | 21. (D) | 32. (C) | 40. the English |
| 2. (C) | 12. (D) | 22. (B) | 33. "...fragrant | King's |
| 3. (B) | 13. (C) | 23. valued | blossoms. | 41. (A) |
| 4. (A) | 14. sentence 5, | 24. (C) | Other | 42. sentence 1, |
| 5. (B) | paragraph 1 | 25. (A) | Acacia..." | paragraph 4 |
| 6. (C) | 15. (A) | 26. (D) | 34. (A) | 43. (B) |
| 7. sentence 2, | 16. better | 27. (C) | 35. (C) | 44. (B) |
| paragraph 2 | 17. (D) | 28. (A) | 36. (B) | 45. (D) |
| 8. (D) | 18. (D) | 29. (B) | 37. (A) | |
| 9. (B) | 19. (A) | 30. (D) | 38. (C) | |
| 10. (A) | 20. (C) | 31. (B) | 39. (C) | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 5—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | |
|---------|---------|------------------|------------------|------------|
| 1. (D) | 11. (C) | 21. (C) | 31. (A)(B)(C)(D) | 41. (C) |
| 2. (B) | 12. (B) | 22. (C) | 32. (B) | 42. (C) |
| 3. (C) | 13. (B) | 23. (B)(C) | 33. (D) | 43. (A) |
| 4. (B) | 14. (B) | 24. (C) | 34. (D) | 44. (C) |
| 5. (B) | 15. (D) | 25. (D)(C)(B)(A) | 35. (A) | 45. (A)(B) |
| 6. (C) | 16. (C) | 26. (C) | 36. (B)(A)(C) | 46. (C) |
| 7. (A) | 17. (A) | 27. (A)(B) | 37. (A)(C) | 47. (C) |
| 8. (B) | 18. (B) | 28. (A) | 38. (B)(C) | 48. (C) |
| 9. (D) | 19. (D) | 29. (C) | 39. (C) | 49. (D) |
| 10. (A) | 20. (A) | 30. (C) | 40. (C) | 50. (B) |

Section 2: Structure

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. (D) | 6. (D) | 11. (B) | 16. (A) | 21. (C) |
| 2. (B) | 7. (D) | 12. (D) | 17. (C) | 22. (B) |
| 3. (D) | 8. (A) | 13. (C) | 18. (C) | 23. (C) |
| 4. (A) | 9. (A) | 14. (D) | 19. (A) | 24. (B) |
| 5. (C) | 10. (C) | 15. (B) | 20. (C) | 25. (C) |

Section 3: Reading

- | | | | | |
|-----------------------|-------------------------|------------------------|-----------------------|------------------------|
| 1. (A) | 10. (C) | 20. sentence 7, | 29. (B) | 39. (B) |
| 2. (C) | 11. (B) | paragraph 3 | 30. (A) | 40. (B) |
| 3. (D) | 12. (A) | 21. (D) | 31. (C) | 41. (C) |
| 4. (B) | 13. architecture | 22. (C) | 32. (B) | 42. sentence 1, |
| 5. (A) | 14. (B) | 23. (D) | 33. (B) | paragraph 3 |
| 6. increased | 15. (C) | 24. (B) | 34. (C) | 43. (A) |
| 7. sentence 1, | 16. (A) | 25. works | 35. (A) | 44. (B) |
| paragraph 3 | 17. (B) | 26. (A) | 36. (A) | 45. (A) |
| 8. (A) | 18. (A) | 27. maintained | 37. complex | |
| 9. (B) | 19. shapes | 28. (B) | 38. the memory | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 6—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | |
|---------|---------|------------|------------|---------------|
| 1. (B) | 11. (B) | 21. (A)(D) | 31. (C) | 41. (C)(A)(B) |
| 2. (B) | 12. (C) | 22. (B) | 32. (A) | 42. (C) |
| 3. (C) | 13. (C) | 23. (B)(D) | 33. (B) | 43. (B) |
| 4. (C) | 14. (D) | 24. (A) | 34. (C) | 44. (C) |
| 5. (C) | 15. (A) | 25. (C) | 35. (A) | 45. (B) |
| 6. (C) | 16. (C) | 26. (A) | 36. (B) | 46. (B) |
| 7. (B) | 17. (A) | 27. (C) | 37. (A)(D) | 47. (A) |
| 8. (C) | 18. (D) | 28. (A)(C) | 38. (B) | 48. (B) |
| 9. (A) | 19. (B) | 29. (B) | 39. (C) | 49. (A) |
| 10. (B) | 20. (A) | 30. (B) | 40. (B)(C) | 50. (B)(D) |

Section 2: Structure

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. (B) | 6. (C) | 11. (C) | 16. (B) | 21. (A) |
| 2. (D) | 7. (A) | 12. (C) | 17. (C) | 22. (B) |
| 3. (B) | 8. (C) | 13. (C) | 18. (B) | 23. (B) |
| 4. (D) | 9. (D) | 14. (D) | 19. (C) | 24. (B) |
| 5. (D) | 10. (C) | 15. (C) | 20. (C) | 25. (C) |

Section 3: Reading

- | | | | | |
|-------------------------------|--------------------------------|-----------------|---|--|
| 1. (B) | 11. (A) | 21. (D) | 31. "...for type-
B virus. Ap-
proximately
every..." | 39. (C) |
| 2. (B) | 12. (A) | 22. (D) | | 40. (B) |
| 3. about | 13. (B) | 23. (A) | | 41. coins and
paper
currency |
| 4. (A) | 14. (C) | 24. (D) | | 42. sentence 3,
paragraph 3 |
| 5. sentence 1,
paragraph 2 | 15. (B) | 25. the viruses | 32. (B) | 43. (C) |
| 6. (C) | 16. sentence 4,
paragraph 2 | 26. (D) | 33. (C) | 44. (D) |
| 7. (C) | 17. guiding | 27. (B) | 34. (B) | 45. "...policy
makers.
In fact, the
Fed..." |
| 8. (B) | 18. (C) | 28. (C) | 35. (A) | |
| 9. (B) | 19. (C) | 29. (B) | 36. (D) | |
| 10. (A) | 20. (A) | 30. types | 37. (B) | |
| | | | 38. (B) | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 7—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | |
|---------|---------|---------------|------------------|------------|
| 1. (A) | 11. (D) | 21. (C) | 31. (B) | 41. (B)(C) |
| 2. (B) | 12. (A) | 22. (C) | 32. (B)(C) | 42. (B) |
| 3. (C) | 13. (D) | 23. (A)(C) | 33. (D)(A)(C)(B) | 43. (B) |
| 4. (A) | 14. (C) | 24. (B) | 34. (C) | 44. (A) |
| 5. (B) | 15. (A) | 25. (C) | 35. (A) | 45. (B)(C) |
| 6. (B) | 16. (D) | 26. (A) | 36. (C) | 46. (B) |
| 7. (B) | 17. (B) | 27. (A) | 37. (A) | 47. (A) |
| 8. (C) | 18. (A) | 28. (C)(B)(A) | 38. (C) | 48. (B) |
| 9. (D) | 19. (B) | 29. (B)(D) | 39. (C) | 49. (B)(C) |
| 10. (D) | 20. (C) | 30. (A) | 40. (A) | 50. (D) |

Section 2: Structure

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. (B) | 6. (A) | 11. (B) | 16. (A) | 21. (B) |
| 2. (B) | 7. (A) | 12. (B) | 17. (B) | 22. (A) |
| 3. (A) | 8. (B) | 13. (D) | 18. (D) | 23. (A) |
| 4. (D) | 9. (B) | 14. (A) | 19. (D) | 24. (B) |
| 5. (B) | 10. (D) | 15. (A) | 20. (A) | 25. (C) |

Section 3: Reading

- | | | | | |
|----------------------------|--------------------------|-----------------------------|---|--------------------------------|
| 1. (B) | 11. "...was vaccinated. | 19. sentence 2, paragraph 4 | 30. (B) | 38. (B) |
| 2. eliminate | The number of..." | 20. (A) | 31. (B) | 39. the shorter growing season |
| 3. (C) | 12. (C) | 21. (C) | 32. (C) | 40. (D) |
| 4. sentence 2, paragraph 2 | 13. ideal | 22. (A) | 33. "...before they are born. Fetuses exposed..." | 41. (B) |
| 5. (C) | 14. (B) | 23. (A) | 34. (C) | 42. (A) |
| 6. (B) | 15. (B) | 24. (A) | 35. (D) | 43. (C) |
| 7. (B) | 16. (C) | 25. (B) | 36. (B) | 44. (A) |
| 8. (B) | 17. (C) | 26. (C) | 37. crude | 45. (D) |
| 9. (A) | 18. of the single people | 27. (B) | | |
| 10. (A) | | 28. increase | | |
| | | 29. the noise | | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 8—Computer-Assisted TOEFL

Section 1: Listening

- | | | | | |
|---------|---------|---------|------------------|------------|
| 1. (A) | 11. (C) | 21. (B) | 31. (B) | 41. (C) |
| 2. (C) | 12. (C) | 22. (B) | 32. (D)(A)(C)(B) | 42. (B) |
| 3. (A) | 13. (C) | 23. (C) | 33. (C)(D) | 43. (A) |
| 4. (C) | 14. (B) | 24. (C) | 34. (A)(C) | 44. (D) |
| 5. (B) | 15. (D) | 25. (A) | 35. (A) | 45. (C) |
| 6. (C) | 16. (A) | 26. (B) | 36. (C) | 46. (B)(C) |
| 7. (C) | 17. (B) | 27. (D) | 37. (B)(C) | 47. (A) |
| 8. (C) | 18. (C) | 28. (C) | 38. (A) | 48. (C) |
| 9. (D) | 19. (A) | 29. (A) | 39. (C) | 49. (C) |
| 10. (A) | 20. (C) | 30. (C) | 40. (B)(D) | 50. (A)(D) |

Section 2: Structure

- | | | | | |
|--------|---------|---------|---------|---------|
| 1. (C) | 6. (A) | 11. (D) | 16. (D) | 21. (C) |
| 2. (D) | 7. (B) | 12. (D) | 17. (D) | 22. (D) |
| 3. (C) | 8. (A) | 13. (D) | 18. (C) | 23. (C) |
| 4. (D) | 9. (A) | 14. (D) | 19. (B) | 24. (A) |
| 5. (D) | 10. (A) | 15. (D) | 20. (C) | 25. (C) |

Section 3: Reading

- | | | | | |
|----------------|-------------------------------|--|---|--------------------------------|
| 1. (D) | 13. (B) | 22. "...in only
two decades.
Even during
such..." | 31. sentence 6,
paragraph 2 | 38. (A) |
| 2. (B) | 14. clash of
keys... | 23. (C) | 32. bats | 39. (C) |
| 3. (C) | 15. (D) | 24. (B) | 33. "...highly
social
creatures.
Aggregation
during..." | 40. area |
| 4. (A) | 16. (C) | 25. huge | 34. (B) | 41. (C) |
| 5. (B) | 17. (A) | 26. (C) | 35. (B) | 42. sentence 1,
paragraph 3 |
| 6. earthquakes | 18. (A) | 27. (D) | 36. live | 43. (A) |
| 7. (A) | 19. (D) | 28. (A) | 37. (A) | 44. (D) |
| 8. basically | 20. (D) | 29. (A) | | 45. (A) |
| 9. (B) | 21. <i>Concord
Sonata</i> | 30. (C) | | |
| 10. (D) | | | | |
| 11. (C) | | | | |
| 12. (B) | | | | |

Writing: Checklist for Essay

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Model Test 9—Next Generation TOEFL

Listening: Independent Listening 1–6

- | | | |
|---------|----------------------------|-------------|
| 1. (B) | 11. (C) | 21. (A) |
| 2. (C) | 12. (B) (C) | 22. (B) (C) |
| 3. (A) | 13. (C) | 23. (B) |
| 4. (C) | 14. (C) | 24. (A) |
| 5. (B) | 15. (A) YES (B) NO (C) YES | 25. (B) |
| 6. (D) | 16. (D) | 26. (D) |
| 7. (B) | 17. (B) (C) | 27. (B) (D) |
| 8. (B) | 18. (C) | 28. (A) |
| 9. (D) | 19. (B) | 29. (C) |
| 10. (B) | 20. (D) | 30. (B) |

Speaking: Checklist for Questions 1 and 2

- The talk answers the topic question.
- The point of view or position is clear.
- The talk is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The speaker expresses complete thoughts.
- The meaning is easy for the listener to comprehend.
- A wide range of vocabulary is used.
- There are only minor errors in grammar and idioms.
- The talk is within a range of 125–150 words.

Speaking: Checklist for Questions 3, 4, 5, 6

- The talk answers the topic question.
- There are only minor inaccuracies in the content.
- The talk is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The speaker expresses complete thoughts.
- The meaning is easy for the listener to comprehend.
- A wide range of vocabulary is used.
- The speaker paraphrases, using his or her own words.
- The speaker credits the lecturer with wording when necessary.
- There are only minor errors in grammar and idioms.
- The talk is within a range of 125–150 words.

Reading: Independent Reading 1

- | | | |
|--------|---------|-----------------|
| 1. (C) | 6. (D) | 11. (A) |
| 2. (C) | 7. (A) | 12. (A) |
| 3. (A) | 8. (C) | 13. (A) (C) (E) |
| 4. (C) | 9. (B) | |
| 5. (A) | 10. (C) | |

Reading: Independent Reading 2

- | | | |
|--------|---------|-----------------|
| 1. (B) | 6. (B) | 11. (C) |
| 2. (B) | 7. (A) | 12. (B) |
| 3. (B) | 8. (A) | 13. (B) (E) (F) |
| 4. (C) | 9. (B) | |
| 5. (D) | 10. (B) | |

Reading: Independent Reading 3

- | | | |
|--------|---------|-----------------|
| 1. (B) | 6. (B) | 11. (A) |
| 2. (B) | 7. (A) | 12. (C) |
| 3. (C) | 8. (C) | 13. (A) (C) (E) |
| 4. (A) | 9. (D) | |
| 5. (B) | 10. (D) | |

Writing: Checklist for Independent Writing

- The essay answers the topic question.
- The point of view or position is clear.
- The essay is direct and well-organized.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to understand.
- A wide range of vocabulary is used.
- Various types of sentences are included.
- There are only minor errors in grammar and idioms.
- The general topic essay is within a range of 300–350 words.

Writing: Checklist for Integrated Writing

- The essay answers the topic question.
- There are only minor inaccuracies in the content.
- The essay is direct and well-organized for the topic.
- The sentences are logically connected to each other.
- Details and examples support the main idea.
- The writer expresses complete thoughts.
- The meaning is easy for the reader to comprehend.
- A wide range of vocabulary is used.
- The writer paraphrases, using his or her own words.
- The writer credits the author with wording when necessary.
- There are only minor errors in grammar and idioms.
- The academic topic essay is within a range of 200–250 words.



10

**EXPLANATORY
ANSWERS AND
AUDIO SCRIPTS**

NOTE

The Explanatory Answers include the transcript for the Listening Sections of the TOEFL Model Tests included in this book. Note that the Listening Sections always appear as Section 1 of the examinations.

When you take the Model Tests in this book as a preliminary step in your preparation for the actual examination, you should use either the CD-ROM, the compact disks, or the cassette tapes that supplement this book. If you use a CD-ROM, you will see visuals on your computer screen. If you use compact disks, you will hear the audio, but you will not see the visuals.

If you have someone read the TOEFL transcript to you, be sure that he or she understands the timing sequences. The reader should work with a stopwatch or with a regular watch with a second hand in order to keep careful track of the timed pauses between questions. The time for the pauses between questions is about 10 seconds. Be sure that the reader speaks clearly and at a moderately paced rate. For results that would be closest to the actual testing situation, it is recommended that three persons be asked to read, since some of the Listening Sections include dialogues.

Model Test 1—Computer-Assisted TOEFL

Section 1: Listening

The Listening Section of the test measures the ability to understand conversations and talks in English. On the actual TOEFL exam, 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.

Audio

1. Woman: If I were you I'd take the bus to school. Driving in that rush-hour traffic is terrible.
 Man: But by the time the bus gets to my stop, there aren't any seats left.
 Narrator: What is the man's problem?

Answer

(C) Since the man says that there aren't any seats left, it must be concluded that he has to stand when he takes the bus to school. Choice (B) refers to the woman's suggestion, not to the man's response. Choices (A) and (D) are not mentioned and may not be concluded from information in the conversation.

Audio

2. Woman: I'd like to take Dr. Sullivan's section of Physics 100, but my advisor is teaching it too, and I don't want her to be offended.
 Man: Who cares?
 Woman: Well, I don't want to get on her bad side.
 Man: I wouldn't worry about it.
 Narrator: What does the man mean?

Answer

(A) *Who cares* means that it "isn't important" [that her advisor might be offended]. Choices (B) and (D) are not mentioned and may not be concluded from information in the conversation. Choice (C) refers to the woman's concern, not to the man's response.

Audio

3. Man: Let's go to the dance at the Student Center on Friday.
 Woman: Sounds great, but I'm going to a lecture. Thanks for asking me though.
 Narrator: What does the woman imply?

Answer

(C) Because the woman says that the invitation sounds "great" and she thanks the man for asking her, it must be concluded that she would go out with the man on another occasion. Choice (A) is not correct because she responds so positively while refusing the invitation. Choices (B) and (D) are not correct because she has plans to attend a lecture.

Audio

4. Man: That's a nice bike.
 Woman: I got it almost five years ago.
 Man: You did? It looks new.
 Woman: Yes, it's still in really good shape.
 Narrator: What does the woman mean?

Answer

(A) *In good shape* is an idiomatic expression that means the item is "in good condition." Choice (B) is not correct because the man thinks the bike is new, and the woman says it is in good shape. Choice (C) is not correct because the speakers are talking about a bike that is able to be seen. Choice (D) is not correct because the woman got the bike almost five years ago.

Audio

5. Woman: Would you like some hot coffee or tea?
 Man: I like them both, but I'd rather have something cold.
 Narrator: What does the man want to drink?

Answer

(A) The man says that he would rather have something cold. Choices (B), (C), and (D) refer to what the man likes, not to what he wants.

Audio

6. Woman: How can I get to the shopping center from here? Not the one on campus.
The one downtown.
Man: You can take a bus or a taxi, but it isn't too far to walk.
Narrator: What does the man suggest the woman do?

Answer

(B) “. . . it isn't too far to walk [to the shopping center].” Choice (A) is not correct because he is already giving the woman information about the shopping center. Choices (C) and (D) are alternative possibilities that the man mentions before making his suggestion.

Audio

7. Man: Have you found a class yet?
Woman: I'm just checking the schedule now.
Narrator: What can be inferred about the woman?

Answer

(D) Since the woman says that she is just checking the schedule now, it must be concluded that she has not registered yet. Choice (A) is not correct because she is checking the schedule for a class. Choices (B) and (C) are not mentioned and may not be concluded from information in the conversation.

Audio

8. Woman: Do you mind if I turn on the radio for a while?
Man: No, I don't mind.
Narrator: What does the man mean?

Answer

(C) To *not mind* is an idiomatic expression that means the speaker will “not be bothered” by an activity or situation. Choices (A), (B), and (D) are not paraphrases of the expression.

Audio

9. Man: I'm worried about Anna. She's really been depressed lately. All she does is stay in her room all day.
Woman: That sounds serious. She'd better see someone at the Counseling Center.
Narrator: What does the woman suggest Anna do?

Answer

(D) “She'd better see someone at the Counseling Center.” Choices (A), (B), and (C) are not mentioned and may not be concluded from information in the conversation.

Audio

10. Woman: If you have a few minutes, I'd like to talk with you about my project.
Man: Please go on.
Narrator: What does the man mean?

Answer

(C) *Please go on* is an idiomatic expression that means the speaker wants the other person to “continue.” Choices (A), (B), and (D) are not paraphrases of the expression.