

# TOEFL ITP® Practice Tests

## Level 1, Volume 3



### ***Inside you'll find:***

- Two complete TOEFL ITP® Level 1 practice tests
- MP3 audio files of the listening passages
- Answer keys and scoring information
- Study tips and test-taking strategies



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## Notes to the User

The *TOEFL ITP*<sup>®</sup> tests practice materials used in this book were taken from actual test forms given to students at worldwide test administrations.

Some reading materials have been adapted from previously published articles or books. To make these materials suitable for testing purposes, the length and wording may have been changed.

The ideas expressed in the reading and listening materials contained in the Practice Tests do not necessarily represent the opinions of the *TOEFL*<sup>®</sup> Board or ETS.

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## About the *TOEFL ITP*<sup>®</sup> Tests

The *TOEFL ITP*<sup>®</sup> tests measure the English-language proficiency of individuals who are non-native speakers of English. They can be used to identify students' current levels of proficiency, to evaluate progress at the end of a course, for placement in a program of study, for screening for scholarship programs, or to complete a graduation requirement.

*TOEFL ITP* tests **cannot** be used as a substitute for the actual *TOEFL*<sup>®</sup> test. *TOEFL ITP* test scores are to be used only by the institution that administers the test.

It will be helpful for you to review what you have learned by using the practice tests in this book. Your scores will help you identify areas where you need improvement. This will also help you know what to expect when you take the actual test.

There are no passing or failing scores set by ETS for *TOEFL ITP* tests – each institution decides what scores are acceptable for its purposes.

*TOEFL ITP*® tests are composed of multiple-choice questions, each with 4 possible answers. There are 3 sections, with each section measuring a critical skill in the use of English.

## Section 1 – Listening Comprehension

The Listening section contains recorded material that includes the vocabulary and idiomatic expressions typical of spoken English, as well as grammatical constructions used in speech. The questions test your comprehension of both short and long conversations and talks.

## Section 2 – Structure and Written Expression

This section consists of sentences that test your knowledge of structural and grammatical elements of standard written English. These sentences include a variety of topics and give no advantage to students in specific fields of study. When topics have a national context, they may refer to United States or Canadian history, culture, art or literature. However, knowledge of these contexts is not needed to answer questions concerning the structural or grammatical points.

## Section 3 – Reading Comprehension

Section 3 contains reading passages and questions about the passages. The questions test your comprehension of the information that is stated or implied in the passage. Knowledge of some specific words is also tested. Because many English words have more than one meaning, it is important to remember that these questions will test comprehension of the meaning of a word or phrase within the context of the passage.

## Taking the Practice Tests

Taking the *TOEFL ITP*® Practice Tests will give you a good idea of what the actual test is like in terms of the types of questions you will be asked, and the time limits you will have. You will learn, for example, that the time allotted for a test section must be used for both reading the directions and answering the questions.

The test is divided into 3 sections. Each section or part of a section begins with a set of special directions that includes sample questions and answers. It is important to read these directions so you will understand exactly what you are to do before you start to work on the section or part.

Some questions may be harder than others, but try to answer every one. If you are not sure of the correct answer to a question, make the best guess you can and go on to the next question. It is to your advantage to answer every question, even if you have to guess.

As you are taking a practice test, work rapidly but carefully. Do not spend too much time on any single question.

Each section of the test has a time limit. The recorded instructions will tell you when to start Section 1 and when to stop. You will need to use a watch or clock to time Sections 2 and 3. If you finish a section early, **do not go on to the next section until the allotted time has ended**. During the time that remains, check your work in that section **only**. If you do not follow these rules when you take the actual test, it will be considered cheating and your scores will be canceled.

Here are more guidelines for using the practice tests:

- Plan to spend approximately 2 hours **without interruption** to take a practice test
- Choose a quiet room in which to work
- Have a watch or clock so you can use the correct amount of time for Section 2 (25 minutes) and Section 3 (55 minutes)
- Have 2 sharpened black lead pencils and an eraser
- Test your audio device before you start to be sure it works properly
- Remove any study materials from your work area

# General Study Tips

## Reading Tips

As an English-language learner, you can improve your reading skills by reading regularly, especially textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business) and are written in an academic English style. A wide variety of academic texts are available on the internet as well as in magazines and journals.

### Reading to find information –

- Scan passages to find and highlight key facts and information such as dates, numbers, or terms
- Practice frequently to increase your English reading rate and fluency

### Reading for basic comprehension –

- Increase vocabulary; flashcards can help
- Practice skimming a passage quickly to get a general impression of the main idea, instead of carefully reading each word and each sentence
- Develop the ability to skim quickly and identify major points
- After skimming a passage, read it again more carefully and write down the main idea, major points and important facts
- Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences); then, look them up to determine their meaning
- Underline all pronouns (he, him, they, them, etc.) and identify the nouns to which they refer in the passage
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole

## Listening Tips

Watching movies and TV and listening to podcasts provide excellent opportunities to build your listening skills. Recorded lectures and presentations are equally valuable and helpful. The internet is also a great resource for listening material (for example, [www.npr.org](http://www.npr.org) or [www.bbc.co.uk/radio](http://www.bbc.co.uk/radio) or [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)).

### Listening for basic comprehension –

- Increase your English vocabulary
- Focus on the content and flow of spoken material. Don't be distracted by the speaker's style and delivery
- Anticipate what a person is going to say as a way to stay focused
- Stay active by asking yourself questions (for example, What main idea is the professor communicating?)
- On sections of a piece of paper, write "Main Idea," "Major Points" and "Important Details." Listen carefully, and write these down while listening. Continue listening until all important points and details are written down, and then review them
- Listen to a portion of a lecture or talk, and create an outline of important points. Use the outline to write a brief summary. Gradually increase the amount of the presentation you use to write the summary

### Listening for pragmatic understanding –

- Think about what each speaker hopes to accomplish: What is the purpose of the speech or conversation? Is the speaker apologizing, complaining, or making suggestions?
- Notice each speaker's style. Is the language formal or casual? Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Notice the speaker's degree of certainty. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his or her degree of certainty?
- Watch a TV or movie comedy. Pay careful attention to the way stress and intonation patterns are used to convey meaning

## **Listening to connect information –**

- Think about how the lecture is organized. Listen for signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary
- Identify the relationships between ideas. Possible relationships include cause/effect, compare/contrast, and steps in a process
- Listen for words that show connections and relationships between ideas
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next
- Create an outline of the information discussed while listening or after listening

## **Structure and Written Expression Tips**

### **Use English every day –**

- Set aside some time each day to communicate only in English
- Listen, read and write in English every chance you get

## Use Proven Test-taking Strategies

- Carefully follow the directions in each section of the test to avoid wasting time
- Don't panic. Concentrate exclusively on the current question only. Don't think about how you answered other questions. This is a habit that can be learned through practice
- Avoid spending too much time on any single question. If you have given the question some thought and you still don't know the answer, eliminate as many choices as possible and then select the best remaining choice
- Pace yourself so you have enough time to answer every question. Be aware of the time limit for each section, and budget enough time for each question so you don't have to rush at the end

## Completing Your Answer Sheet

### When you mark your answers on your answer sheet –

- Use a #2 or HB black lead pencil
- Mark **only 1** answer to each question
- Be sure to mark your answer in the row with the same number as the question you are answering
- Carefully and completely fill in the oval corresponding to the answer you choose for each question. If you change your mind about an answer after you have marked it on your answer sheet, **completely** erase your old answer and then mark your new answer

### When you are ready to start –

- Print the answer sheets or use a piece of paper
- Leave this book open to page 15 for Practice Test A, or page 61 for Practice Test B. Place the book and the sample answer sheet in front of you
- Turn on your listening device to access audio files
- Follow the instructions you hear









# *Practice Test A*

## Section 1: Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are 3 parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test.

### Part A

**Directions:** In Part A, you will hear short conversations between 2 people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Here is an example:**

On the recording, you hear:

**Sample Answer**

(A)  (B)  (C)  (D)

What does the man mean?

In your test book, you read:

- (A) He does not like the painting either.
- (B) He does not know how to paint.
- (C) He does not have any paintings.
- (D) He does not know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question “What does the man mean?” is (A), “He does not like the painting either.” Therefore, the correct choice is (A).

**Now begin work on the questions.**

1. What does the woman imply?
  - (A) She lost the man's calculator.
  - (B) She will lend the man her calculator.
  - (C) The calculator may be under the man's book.
  - (D) The man will not have time to find the calculator.
  
2. What does the man suggest the woman do?
  - (A) Work in the astronomy department
  - (B) Add another course next spring
  - (C) Find a job for the summer
  - (D) Take an astronomy course in the summer
  
3. What does the woman imply about the man?
  - (A) He should work at home.
  - (B) He can use the lab on the weekend.
  - (C) He will have to repeat the experiment next week.
  - (D) He forgot to return the key to security.
  
4. What does the man mean?
  - (A) He and his parents plan to visit Japan.
  - (B) He recently returned from Japan.
  - (C) His sweatshirt came from Japan.
  - (D) The weather can be very cold in some parts of Japan.
  
5. What does the woman mean?
  - (A) She will go to the restaurant with the man.
  - (B) She will meet the man and his friends later in the evening.
  - (C) She has already had dinner.
  - (D) She will not change her original plans.
  
6. What can be inferred about the man?
  - (A) He will register for the conference.
  - (B) He has nearly completed all his research.
  - (C) He is not teaching any classes today.
  - (D) He went to the wrong Web site.

7. What does the woman imply?
- (A) The bicycle is too big for her.
  - (B) She bought the bicycle at a good price.
  - (C) She did not know about the store on Harrison Street.
  - (D) She has not used her bike all summer.
8. What does the woman imply?
- (A) She did not buy the ticket.
  - (B) The ticket was expensive.
  - (C) She does not know how much the ticket cost.
  - (D) There are still a few tickets left.
9. What does the professor mean?
- (A) She will extend the deadline for the paper.
  - (B) She has already made an exception for the student.
  - (C) She does not accept late papers.
  - (D) She cannot meet with the student in the library.
10. What can be inferred about the man?
- (A) He lives far from the university.
  - (B) He is moving next month.
  - (C) He prefers living on campus.
  - (D) He might be able to help the woman.
11. What does the woman mean?
- (A) She agrees with the man.
  - (B) She would like to see the movie a second time.
  - (C) She has not seen the movie.
  - (D) She does not understand the man's point.
12. What does the man imply about his sister?
- (A) She delayed submitting her application.
  - (B) She does not know if her application will be accepted.
  - (C) She was glad to finally receive the letter.
  - (D) She started her classes several weeks ago.

- 13.** What does the woman imply?
- (A) She was also late for the meeting.
  - (B) She is waiting for Mark to fix her car.
  - (C) The meeting has not started yet.
  - (D) The bus did not arrive on time.
- 14.** What does the man mean?
- (A) He does not like to wake up early in the morning.
  - (B) The woman seems unusually sad.
  - (C) There is no special reason for his good mood.
  - (D) He was not in a good mood when he woke up.
- 15.** What does the woman mean?
- (A) She took a history class last year.
  - (B) She does not trust the man's opinion.
  - (C) She probably will not take any history classes.
  - (D) She did not like her sociology professor.
- 16.** What does the man mean?
- (A) He is very busy now.
  - (B) He has to check his schedule.
  - (C) He can meet the woman at six o'clock.
  - (D) He prefers to meet the woman some other time.
- 17.** What does the man imply?
- (A) The course is too difficult.
  - (B) The professor changed his mind.
  - (C) The final exam was cancelled.
  - (D) The woman misunderstood the professor.
- 18.** What does the man mean?
- (A) The woman deserves the recognition.
  - (B) The woman should tell her friends how she feels.
  - (C) The woman's friends do not know about the scholarship.
  - (D) The woman should apply for a scholarship.

19. What will the woman probably do next?
- (A) Ask the man to help her figure out how to use her new computer
  - (B) Let the man use her computer
  - (C) Take her computer to a repair shop
  - (D) Help the man fix his computer
20. What does the man mean?
- (A) He was at the health center earlier today.
  - (B) He intends to get his blood pressure checked.
  - (C) He does not have time to wait in line today.
  - (D) He is not concerned about his blood pressure.
21. What does the woman mean?
- (A) She plans to visit the man occasionally.
  - (B) She hopes the man is able to find a job.
  - (C) She would like to hear from the man.
  - (D) She wants to know when the man will return.
22. What does the woman imply?
- (A) She does not know where her pen is.
  - (B) The man may borrow her pen.
  - (C) She does not buy expensive pens.
  - (D) The man has found her missing pen.
23. What can be inferred from this conversation?
- (A) The man's directions were not very good.
  - (B) The woman forgot to take the man's directions with her.
  - (C) The woman was not able to drive to the conference.
  - (D) The conference was not very interesting.
24. What does the woman mean?
- (A) She will meet the man at the café.
  - (B) She has not yet read the proposal.
  - (C) The proposal has been approved.
  - (D) The café does not need renovations.

- 25.** What does the woman suggest the man do?
- (A) Buy a different kind of medicine
  - (B) See a doctor
  - (C) Take a second pill
  - (D) Avoid taking any medication
- 26.** What does the man imply about Phil?
- (A) He changed his plans about school.
  - (B) His parents are coming out to visit him.
  - (C) He was only out of school one semester.
  - (D) He is going to take next semester off.
- 27.** What does the woman imply?
- (A) The man should follow the florist's advice.
  - (B) The man should go to a different florist.
  - (C) She bought flowers from the same florist.
  - (D) Cutting flowers does not make them last longer.
- 28.** What does the man imply?
- (A) There was not enough time for questions.
  - (B) The lecture topic was not interesting.
  - (C) The speaker was difficult to hear.
  - (D) The audience's questions were not interesting.
- 29.** What does the man mean?
- (A) He wants to give the woman more information.
  - (B) He does not mind waiting to see the dentist.
  - (C) He does not remember where he put the dentist's card.
  - (D) He will take the woman to the dentist's office soon.
- 30.** What does the woman imply?
- (A) She also has a presentation to do.
  - (B) She enjoys speaking in front of other people.
  - (C) The man's presentation will be a success.
  - (D) The man should practice his presentation.

## Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- 31.** What are the students mainly discussing?
- (A) A swimming competition
  - (B) A singing contest
  - (C) The water temperature at the beach
  - (D) The woman's schedule this semester
- 32.** What does the woman say about the winners of the competition?
- (A) They have won for the past three years.
  - (B) They placed second last year.
  - (C) They practiced for three months prior to the competition.
  - (D) She thought they did not perform well.
- 33.** How did the man spend his weekend?
- (A) Studying in the library
  - (B) Practicing his singing
  - (C) Walking on the beach
  - (D) Swimming in the ocean
- 34.** What does the woman say about her weekend schedule?
- (A) She spent many hours on a bus.
  - (B) She was too busy to enjoy the beach.
  - (C) She had plenty of time to study.
  - (D) She did not have time to watch the competition.
- 35.** What is the conversation mainly about?
- (A) The first Japanese artist to start an art school in the United States
  - (B) Two artists' efforts to promote Japanese art in Europe
  - (C) One artist's struggle to overcome financial difficulties
  - (D) Influences on one artist's work
- 36.** What kind of work did Noguchi's father do?
- (A) He wrote poetry.
  - (B) He built houses.
  - (C) He designed gardens.
  - (D) He created modern sculptures.
- 37.** According to the professor, what did Noguchi learn to do when he was a child in Japan?
- (A) Draw the human figure
  - (B) See similarities between poetry and visual art
  - (C) Appreciate and work with natural materials
  - (D) Use money wisely

## Part C

**Directions:** In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

### Here is an example:

On the recording, you hear:

#### Sample Answer

(A) (B) ● (D)

Now listen to a sample question:

In your test book, you read: What is the main purpose of the program?

- (A) To demonstrate the latest use of computer graphics
- (B) To discuss the possibility of an economic depression
- (C) To explain the workings of the brain
- (D) To dramatize a famous mystery story

The best answer to the question, "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct answer is (C).

Now listen to another sample question:

#### Sample Answer

(A) (B) (C) ●

In your test book, you read: Why does the speaker recommend watching the program?

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

**Now begin work on the questions.**

**38.** What is the main purpose of the lecture?

- (A) To analyze the importance of touch in marketing
- (B) To compare marketing strategies involving touch and smell
- (C) To explain why shoppers rely more on touch than on their other senses
- (D) To introduce a new way to conduct market research

**39.** According to the professor, what psychological feeling do shoppers tend to have when they touch an item of merchandise?

- (A) That they have more time to make a purchasing decision
- (B) That they are highly valued by the owner of the store
- (C) That the item they are touching is already theirs
- (D) That the price of the item is too high

**40.** What does the professor imply about marketers who sell items online?

- (A) Their customers like that the products are not touched by others.
- (B) They get more returned items than traditional stores do.
- (C) Their descriptions ought to help shoppers imagine how items feel.
- (D) Their photographs are often ineffective.

**41.** What does the professor emphasize as an important characteristic of shoppers?

- (A) They are usually willing to pay more for items they can touch.
- (B) They are reluctant to buy items that were touched repeatedly by other shoppers.
- (C) They touch only items that they intend to buy.
- (D) They are less likely to touch items when the store owner is watching.

- 42.** What is the main purpose of the talk?
- (A) To summarize the history of mathematics
  - (B) To show how Mesopotamian science influenced Greek science
  - (C) To discuss a mistaken historical interpretation
  - (D) To explain why tablets are reliable historical records
- 43.** What was on the Mesopotamian tablet mentioned in the talk?
- (A) Names of mathematicians
  - (B) Mathematical calculations
  - (C) Measurements of buildings
  - (D) Measurements of various shapes
- 44.** According to the professor, what had been assumed about the Mesopotamians?
- (A) All records of their mathematics had been lost.
  - (B) They created various types of measuring devices.
  - (C) They did not use tablets to record information.
  - (D) They could calculate measurements of triangles.
- 45.** According to the professor, how was the tablet most likely used by the Mesopotamians?
- (A) As a math exercise sheet
  - (B) As a record of business transactions
  - (C) As a geometry textbook
  - (D) As a plan for a new building

46. What does the professor imply about the ancient Greeks?
- (A) They learned geometry from Mesopotamian tablets.
  - (B) They were less advanced in mathematics than the Mesopotamians.
  - (C) They improved the quality of stone tablets.
  - (D) They knew how to measure angles.
47. What is the talk mainly about?
- (A) How the age of a fossil is determined
  - (B) How fossilized impressions were made on the seafloor
  - (C) Techniques for excavating fossils from the sea
  - (D) Recently discovered fossilized footprints
48. According to the professor, what question does the discovery in Canada help answer?
- (A) When animals first emerged from the sea
  - (B) Where fossils are most easily found
  - (C) How footprints on the seafloor are preserved
  - (D) Why some animals became extinct
49. Why does the professor mention stonecutters?
- (A) To illustrate the variety of stone found in Canada
  - (B) To show that the fossils were found by luck
  - (C) To explain why sandstone often contains fossils
  - (D) To tell why fossils are sometimes damaged
50. What evidence is given to show whether the footprints were made by animals on land or underwater?
- (A) The hardness of the sandstone
  - (B) The depth of the footprints
  - (C) The type of animal that made the footprints
  - (D) The location of the rock layer

**This is the end of Section 1, Listening Comprehension.**

**Stop work on Section 1.**

**Read the directions for Section 2 and begin work.**

**DO NOT read or work on any other section of the test for  
the next 25 minutes.**

## Section 2: Structure and Written Expression

**Time: 25 minutes, including the reading of directions**

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are 2 types of questions in this section, with special directions for each type.

### Structure

**Directions:** Questions 1-15 are incomplete sentences. Beneath each sentence you will see 4 words or phrases, marked (A), (B), (C) and (D). Choose the word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Example I

#### Sample Answer

(A)  (B)  (C)  (D)

Geysers have often been compared to volcanoes \_\_\_\_\_ they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from beneath the Earth's surface." Therefore, the correct choice is (B).

#### Example II

#### Sample Answer

(A)  (B)  (C)  (D)

During the early period of ocean navigation, \_\_\_\_\_ any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read, "During the earlier period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, the correct answer is (D).

**Now begin work on the questions.**

1. \_\_\_\_\_ of classical ballet in the United States began around 1830.  
(A) To teach  
(B) Is teaching  
(C) It was taught  
(A) The teaching
2. Mason bees are solitary bees, which means \_\_\_\_\_ in colonies like honeybees or bumblebees.  
(A) do not live  
(B) when they do not live  
(C) that they do not live  
(D) that do not live
3. Long before the advent of written literature, \_\_\_\_\_ their myths and stories in oral poems told by successive generations.  
(A) people recorded  
(B) recording people  
(C) people's recordings  
(D) people who recorded
4. Comparative anatomy is \_\_\_\_\_ classification of both plants and animals.  
(A) the basis for  
(B) for basics  
(C) the basis that  
(D) the basically
5. Although legend has it that the Pilgrims first set foot in America on Plymouth Rock in 1620, \_\_\_\_\_ documentary evidence confirming this.  
(A) no  
(B) still is no  
(C) there is no  
(D) but no
6. Despite its fishlike form, the whale is \_\_\_\_\_ and will drown if submerged too long.  
(A) an animal breathes air that  
(B) an animal that breathes air  
(C) an animal breathes air  
(D) that an animal breathes air
7. Clouds \_\_\_\_\_ in warm air rises, cools, and condenses.  
(A) when form water vapor  
(B) form when water vapor  
(C) form vapor water when  
(D) vapor form when water
8. Portland, \_\_\_\_\_, is located primarily on two hilly peninsulas overlooking Casco Bay and its many islands.  
(A) which Maine's largest city  
(B) Maine's largest city where  
(C) is Maine's largest city  
(D) Maine's largest city

9. Mars, the so-called red planet, is actually colored red by iron oxide and other impurities \_\_\_\_\_ the whole surface.
- (A) that cover
  - (B) in which are covered
  - (C) that they cover
  - (D) and covered
10. The 1903 film *The Great Train Robbery* was the first significant film in which the classic western story's formula of crime and retribution \_\_\_\_\_.
- (A) was used
  - (B) to be used
  - (C) used
  - (D) had used
11. When played in certain ways, the bassoon can produce comical sounds, \_\_\_\_\_ it is sometimes referred to as the clown of the orchestra.
- (A) or
  - (B) that
  - (C) so
  - (D) whether
12. In modern societies, \_\_\_\_\_ authorized body such as a legislature or a court makes the law.
- (A) some
  - (B) some of
  - (C) some the
  - (D) for some
13. The sense of smell functions chemically, \_\_\_\_\_ the sense of taste, but it is 10,000 times more sensitive.
- (A) as does
  - (B) so have
  - (C) which as
  - (D) by which
14. \_\_\_\_\_ primarily from plant oils, perfumes were used in ancient times as incense in religious rites, in medicines, and later for adornment.
- (A) Made them
  - (B) They made
  - (C) Made
  - (D) By making
15. Boise became \_\_\_\_\_ of the state of Idaho in 1864.
- (A) as the capital
  - (B) the capital
  - (C) to be the capital
  - (D) the capital was

# Written Expression

**Directions:** In questions 16-40, each sentence has 4 underlined words or phrases. The underlined parts of the sentence are marked (A), (B), (C) and (D). Identify the underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

### Example I

### Sample Answer

(A)  (B)  (C)  (D)

Guppies are sometimes call rainbow fish due to the bright colors of the males.  
A B C D

The sentence should read, "Guppies are sometimes called rainbow fish due to the bright colors of the males." Therefore, you should choose (A).

### Example II

### Sample Answer

(A)  (B)  (C)  (D)

Serving several term in the United States Congress, Shirley Chisholm became a respected political figure.  
A B C D

The sentence should read, "Serving several terms in the United States Congress, Shirley Chisholm became a respected political figure." Therefore, you should choose (B).

**Now begin work on the questions.**

16. Soybeans contain a rich concentrations of phytoestrogens,  
 estrogenlike molecules derived from plants.  
 A B  
 C D
17. The original Welland Canal, opened which in 1829, was neither deep  
 enough nor wide enough for modern ships.  
 A B  
 C D
18. A lubricant minimizes the introduction of dirt, moisture, or other foreign  
 materials between sliding surfaces, eliminates wear by keeping the surfaces  
 apart, and prevention corrosion.  
 A B  
 C D
19. There are thousands kinds of inks used both in the printing industry  
 and in the manufacture of ballpoint and fountain pens for writing.  
 A B C  
 D
20. A gene is a biological unit of information who directs the activity of a cell or  
 organism during its lifetime.  
 A B C  
 D
21. Like landscapes in miniature, gardens are places to grow plants for pleasure  
 and to provide beauty and relaxed.  
 A B  
 C D
22. Hurricanes consist at high-velocity winds blowing circularly around  
 a low-pressure center known as the eye of the storm.  
 A B C  
 D
23. One of the most significance political movements since the Second World  
 War ended has been the breaking up of former colonial empires into  
independent nations.  
 A B  
 C D



31. The long of time a battery maintains its useful life while idle depends on  
 A B C D  
 many factors: quality of construction, cell size, cell type, and storage temperature.
32. Leather is dried under natural or controlled humidity conditions, prepared  
 A B C  
 it for subsequent softening and finishing operations.  
 D
33. Of all the organized, independent city in Texas, Laredo, founded in 1755, is  
 A B C  
 the oldest.  
 D
34. There was in Kitty Hawk, North Carolina, on December 17, 1903, that the  
 A  
 first controlled flight of a powered, heavier-than-air craft took place.  
 B C D
35. The avored habitat of the junco, a small sparrow, is a mixed or coniferous  
 A B  
 forest, despite it is often noted in fields, thickets, and city parks.  
 C D
36. By studying modern coral reefs, geologists and biologists hope to  
 A B  
understand mechanism of formation, migration, and entrapment of  
 C D  
 petroleum in ancient reefs.
37. Searching for alternate forms of energy does not necessary mean  
 A B  
the abandonment of fossil fuels as an energy source.  
 C D
38. United States civil rights activist Medgar Evers was a leader in the struggle  
 A B  
 to gain equal rights to African Americans in his home state, Mississippi.  
 C D

39. The element potassium makes up less than one half percentage of the human body.

A

B

C

D

40. The canoe designed by North American Indians was very suitable for use on inland waters, for it was easily portable and had amply storage space.

A

B

C

D

**This is the end of Section 2.**

**If you finish before time is called, check your work on Section 2 only.**

**DO NOT read or work on any other section of the test.**

**At the end of 25 minutes, go on to Section 3.**

**Use exactly 55 minutes to work on Section 3.**

## Section 3: Reading Comprehension

**Time: 55 minutes, including the reading of the directions**

Now set your clock for 55 minutes.

**Directions:** In this section you will read several passages. Each passage is followed by several questions about it. For questions 1-50, you are to choose the best answer, (A), (B), (C) or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is **stated** or **implied** in that passage.

### Read the following sample passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. *Line*  
5 Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

#### Example I

#### Sample Answer

(A)  (B)  (C)  (D)

What is the main idea of the passage?

- (A) In modern society we must make more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

## Example II

## Sample Answer

(A) (B) (C) ●

In line 5, the phrase “this tradition” refers to

- (A) the practice of starting the business day at dawn
- (B) friendly relations between neighbors
- (C) the railroad’s reliance on time schedules
- (D) people’s agreement on the measurement of time

The phrase “this tradition” refers to the preceding clause, “people have been in rough agreement with their neighbors as to the time of day.” Therefore, you should choose (D).

**Now begin work on the questions.**

**Section 3 continues.**  
**Turn the page and read the next passage.**

## Questions 1-10

In the later part of the nineteenth century, the direction of expansion in the United States shifted from the countryside to the city. During the crises of the 1870s and the 1890s, tens of thousands of families abandoned their farms and ranches and headed for urban areas. Even prosperity produced migration from the countryside to the city. As pioneers settled rural districts, eventually the number of farms or ranches approached the maximum number the land would support. Landowners sought to increase their productivity through mechanization, and those who were successful invested their returns in the purchase of additional land and equipment, expanding their holdings by buying the farms of less fortunate neighbors, who moved on. Compare this pattern of economic development with that of the city, where innovations in manufacturing led to the creation of new opportunities and new jobs. But in the countryside, economic development inevitably meant depopulation. Rural areas in the central part of the country had begun to lose population by the 1880s, and over the next half century most of the rural West was overtaken by this trend. For every industrial worker who became a farmer, 20 young men from farms rushed to the city to compete for his job.

Less well-known is the fact that for every 20 young farm men, as many as 25 or 30 young farm women moved from the rural West to the cities. As a government report noted in 1920, young farm women were more likely to leave the farm and move to a western city than were young farm men. This amounted to a stunning reversal of the traditional pattern of western urban settlement, which featured the presence of many young, unattached men among the migrants but almost no single women.

What explains the greater rates of female migration to the cities? In the opinion of many contemporaries, young women were pushed out of the countryside by constricted opportunities, particularly limited educational and vocational options.

1. What aspect of the United States in the late nineteenth and early twentieth centuries does the passage mainly discuss?
  - (A) Why young women chose to move from farms to cities
  - (B) The number and types of manufacturing jobs created in cities
  - (C) Changes in settlement patterns between farms and cities
  - (D) The effects of mechanization on western migration
  
2. The word “expansion” in line 1 is closest in meaning to
  - (A) change
  - (B) growth
  - (C) population
  - (D) labor
  
3. The word “abandoned” in line 3 is closest in meaning to
  - (A) left behind
  - (B) sold
  - (C) gave away
  - (D) gradually reduced the size of
  
4. Why does the author discuss “prosperity” in line 4 ?
  - (A) To indicate that more than one factor contributed to the movement from rural to urban settlement
  - (B) To support the idea that many families were able to stop farming and migrate to the cities
  - (C) To suggest that the migration would have happened despite the economic situation
  - (D) To argue against economics as the primary factor in migration
  
5. According to the first paragraph, in the late 1800s, farmland was most likely to be purchased by
  - (A) city businessmen seeking new investments
  - (B) successful landowners who had mechanized farms
  - (C) young farm men starting to work
  - (D) people who had few opportunities in cities

**The questions for this passage continue on the next page.**

6. The word “inevitably” in line 12 is closest in meaning to
- (A) unexpectedly
  - (B) usually
  - (C) unavoidably
  - (D) possibly
7. The phrase “this trend” in line 14 refers to
- (A) industrial workers becoming farmers
  - (B) the economic development of the countryside
  - (C) the loss of rural population
  - (D) innovations in manufacturing
8. According to the first paragraph, which of the following is true about the population of the United States after the 1880s?
- (A) Fewer people lived on farms.
  - (B) The central part of the United States lost much of its population to rural areas in the West.
  - (C) Rural areas of the West became more populated than those in the central part of the country.
  - (D) Work opportunities in urban areas began to decline.
9. According to the second paragraph, how did migration among young women in the rural West differ from that of young men?
- (A) Young women were more likely to leave rural areas to go to urban areas.
  - (B) Young women were more likely to take jobs on farms.
  - (C) Young women who migrated generally had more education.
  - (D) Young women generally moved more frequently from one rural area to another.
10. The word “constricted” in line 24 is closest in meaning to
- (A) unappealing
  - (B) reduced
  - (C) low-paying
  - (D) disappearing

**Section 3 continues.**  
**Turn the page and read the next passage.**

## Questions 11-21

The deepest that any person can get below the surface of Earth is to the bottom of the deepest mine, a mere 4 kilometers; the deepest hole ever drilled into Earth's crust reached less than 20 kilometers below the surface. Although the details of Earth's  
*Line* gravitational and magnetic fields give some extra information about what is going on  
5 inside Earth, for the most part our understanding of Earth's interior is still dependent on the detection of seismic waves, the vibrations caused by earthquakes. These waves travel through Earth and are reflected and refracted by boundaries between different layers of rock.

What the analysis of seismic waves shows is a layered structure built around a solid  
10 inner core, which has a radius of about 1,600 kilometers. This inner core is surrounded by a liquid outer core, which has a thickness of just over 1,800 kilometers. The whole core is very dense, probably rich in iron, and has a temperature of nearly 5,000 degrees Celsius. The circulation of this electrically conducting material in the liquid outer core is clearly responsible for the generation of Earth's magnetic field, but nobody has ever  
15 been able to work out a thoroughly satisfactory model of how this process works.

The high temperature in the core is in part a result of the fact that the Earth formed as a ball of molten rock. Once a cool crust had formed around the molten ball of rock, it functioned as an insulating blanket. Even so, without some continuing injection of heat, the interior of Earth could not still be as hot as it is today, more than four billion  
20 years later. The extra heat comes from radioactive isotopes (originally manufactured by stars), which decay into stable elements and give out energy as they do so. In about ten billion years, even this source of heat will be used up, and Earth will gradually cool down.

11. What does the passage mainly discuss?

- (A) The similarities between Earth's inner core and outer core
- (B) The structure and temperature of Earth's interior
- (C) When seismic waves were first used to study Earth's interior
- (D) Why Earth's solid inner core is surrounded by a molten outer core

12. The word "mere" in line 2 is closest in meaning to

- (A) approximate
- (B) insignificant
- (C) measured
- (D) lengthy

13. According to the first paragraph, most knowledge of Earth's interior has been gained by studying
- (A) Earth's gravitational field
  - (B) Earth's magnetic field
  - (C) vibrations caused by earthquakes
  - (D) material taken from holes drilled into Earth's crust
14. According to the second paragraph, which of the following statements regarding Earth's inner core and outer core is true?
- (A) Neither the inner core nor the outer core can be studied using seismic waves.
  - (B) The outer core is more solid than the inner core.
  - (C) The inner core and the outer core have greatly different temperatures.
  - (D) Both the inner core and the outer core probably contain iron.
15. The word "thoroughly" in line 15 is closest in meaning to
- (A) basically
  - (B) similarly
  - (C) potentially
  - (D) completely
16. The word "it" in line 18 refers to
- (A) Earth
  - (B) a cool crust
  - (C) the molten ball of rock
  - (D) the heat
17. The word "functioned" in line 18 is closest in meaning to
- (A) acted
  - (B) moved
  - (C) appeared
  - (D) grew
18. The word "manufactured" in line 20 is closest in meaning to
- (A) changed
  - (B) combined
  - (C) utilized
  - (D) made

**The questions for this passage continue on the next page.**

19. The third paragraph mentions which of the following as one cause of the current high temperature of Earth's interior?
- (A) The decay of radioactive isotopes
  - (B) The movement of elements from Earth's crust to its interior
  - (C) The vibrations that result from movement of Earth's crust
  - (D) The injection of certain organic elements into Earth's inner core
20. Look at the terms "seismic waves" (line 6), "earthquakes" (line 6), "magnetic field" (line 14), and "stable elements" (line 21). Which of these terms is defined in the passage?
- (A) seismic waves
  - (B) earthquakes
  - (C) magnetic field
  - (D) stable elements
21. According to the passage, scientists do not understand in detail how
- (A) the crust affects Earth's internal temperature
  - (B) radioactive isotopes cause heat
  - (C) Earth's magnetic field is created
  - (D) seismic waves originate

**Section 3 continues.  
Turn the page and read the next passage.**

## Questions 22-32

Amber is not a mineral but is used as, and called, a semiprecious stone. The oldest and most continuous use of it is for decoration. Although it is ancient tree resin, amber is not fossilized in the most commonly understood sense of the word. We often think of fossils as the remains of extinct organisms, like dinosaur bones, and impressions of ferns, leaves, and insect wings in rocks. Unlike these kinds of fossils, which are usually mineral replacements of the original structure, amber is entirely organic; its composition from the original tree resin has changed little over millions of years. Even the inclusions of tiny organisms in amber are strikingly intact. Exquisite preservation is a natural property of certain kinds of resins, although the process is not completely understood.

Hundreds of deposits of amber occur around the world, most of them in trace quantities. Amber is found in places where the hardened resin of various extinct plants is preserved, but special conditions are required to preserve this substance over millions of years, and only occasionally has amber survived in quantities large enough to be mined. Only about 20 such rich deposits of amber exist in the world, and the deposits vary greatly in age. It is a common misconception that amber is derived exclusively from pine trees; in fact, amber was formed by various conifer trees (only a few of them apparently related to pines), as well as by some tropical broad-leaved trees.

Amber is almost always preserved in a sediment that collected at the bottom of an ancient lagoon or river delta at the edge of an ocean or sea. The specific gravity of solid amber is only slightly higher than that of water; although it does not float, it is buoyant and easily carried by water (amber with bubbles is even more buoyant). Thus, amber would be carried downriver with logs from fallen amber-producing trees and cast up as beach drift on the shores or in the shallows of a delta into which the river empties. Over time, sediments would gradually bury the wood and resin. The resin would become amber, and the wood a blackened, charcoal-like substance called lignite.

- 22.** The passage mainly discusses the
- (A) difference between amber and mineral fossils
  - (B) places where amber can be found
  - (C) various characteristics of amber
  - (D) types of trees that produced amber
- 23.** Why does the author mention dinosaur bones in the first paragraph?
- (A) To emphasize the age of fossils
  - (B) To explain why there are more mineral replacement fossils than organic fossils
  - (C) To compare them with amber as a different type of fossil
  - (D) To give an example of an object in which amber is commonly found
- 24.** The word “intact” in line 8 is closest in meaning to
- (A) beautiful
  - (B) unusual
  - (C) obvious
  - (D) unchanged
- 25.** The word “trace” in line 11 is closest in meaning to
- (A) unknown
  - (B) decreasing
  - (C) very small
  - (D) somewhat similar
- 26.** According to the second paragraph, which of the following is true about deposits of amber?
- (A) There is a limited number of large deposits of amber in the world.
  - (B) Most deposits contain large quantities of amber specimens.
  - (C) The major amber deposits were formed at approximately the same time.
  - (D) The deposits were formed primarily by tropical broad-leaved trees.
- 27.** The word “misconception” in line 16 is closest in meaning to
- (A) false belief
  - (B) known fact
  - (C) scientific theory
  - (D) subject of debate

**The questions for this passage continue on the next page.**

- 28.** The word “them” in line 18 refers to
- (A) deposits
  - (B) pine trees
  - (C) conifer trees
  - (D) broad-leaved trees
- 29.** The word “Thus” in line 23 is closest in meaning to
- (A) consequently
  - (B) instead
  - (C) moreover
  - (D) initially
- 30.** The word “bury” in line 26 is closest in meaning to
- (A) cover
  - (B) color
  - (C) fill
  - (D) damage
- 31.** It can be inferred from the passage that amber is most commonly used
- (A) to determine the age of other ancient materials that are found with it
  - (B) as jewelry
  - (C) to compare the characteristics of living trees to those of ancient trees
  - (D) to preserve fossil impressions
- 32.** Which of the following is NOT true of amber?
- (A) It is composed of an organic material.
  - (B) It is basically the same as it was millions of years ago.
  - (C) It may contain the remains of tiny animals.
  - (D) It is made by a process of mineral replacement.

**Section 3 continues.**  
**Turn the page and read the next passage.**

## Questions 33-42

Native Americans probably arrived from Asia in successive waves over several millennia, crossing a plain hundreds of miles wide that now lies inundated by 160 feet of water released by melting glaciers. For several periods of time, the first beginning  
*Line* around 60,000 B.C. and the last ending around 7000 B.C., this land bridge was open.

5 The first people traveled in the dusty trails of the animals they hunted. They brought with them not only their families, weapons, and tools but also a broad metaphysical understanding, sprung from dreams and visions and articulated in myth and song, which complemented their scientific and historical knowledge of the lives of animals and of people. All this they shaped in a variety of languages, bringing into being oral  
10 literatures of power and beauty.

Contemporary readers, forgetting the origins of Western epic, lyric, and dramatic forms, are easily disposed to think of "literature" only as something written. But on reflection it becomes clear that the more critically useful as well as the more frequently employed sense of the term concerns the artfulness of the verbal creation, not its mode  
15 of presentation. Ultimately, literature is aesthetically valued, regardless of language, culture, or mode of presentation, because some significant verbal achievement results from the struggle in words between tradition and talent. Verbal art has the ability to shape out a compelling inner vision in some skillfully crafted public verbal form.

Of course, the differences between the written and oral modes of expression are not  
20 without consequences for an understanding of Native American literature. The essential difference is that a speech event is an evolving communication, an "emergent form," the shape, functions, and aesthetic values of which become more clearly realized over the course of the performance. In performing verbal art, the performer assumes responsibility for the manner as well as the content of the performance, while  
25 the audience assumes the responsibility for evaluating the performer's competence in both areas. It is this intense mutual engagement that elicits the display of skill and shapes the emerging performance. Where written literature provides us with a tradition of texts, oral literature offers a tradition of performances.

- 33.** According to the passage, why did the first people who came to North America leave their homeland?
- (A) They were hoping to find a better climate.
  - (B) They were seeking freedom.
  - (C) They were following instructions given in a dream.
  - (D) They were looking for food.
- 34.** The phrase “are easily disposed” in line 12 is closest in meaning to
- (A) demonstrate reluctance
  - (B) readily encourage others
  - (C) have a tendency
  - (D) often fail
- 35.** The word “Ultimately” in line 15 is closest in meaning to
- (A) frequently
  - (B) normally
  - (C) whenever possible
  - (D) in the end
- 36.** The word “compelling” in line 18 is closest in meaning to
- (A) joyous
  - (B) intricate
  - (C) competing
  - (D) forceful
- 37.** What is the main point of the second paragraph?
- (A) Public performance is essential to verbal art.
  - (B) Oral narratives are a valid form of literature.
  - (C) Native Americans have a strong oral tradition in art.
  - (D) The production of literature provides employment for many artists.

**The questions for this passage continue on the next page.**

- 38.** According to the passage, what responsibility does the audience of a verbal art performance have?
- (A) They provide financial support for performances.
  - (B) They judge the quality of the content and presentation.
  - (C) They participate in the performance by chanting responses.
  - (D) They determine the length of the performance by requesting a continuation.
- 39.** What can be inferred about the nature of the Native American literature discussed in the passage?
- (A) It reflects historical and contemporary life in Asia.
  - (B) Its main focus is on daily activities.
  - (C) It is based primarily on scientific knowledge.
  - (D) It is reshaped each time it is experienced.
- 40.** Which of the following is NOT true of the Native American literature discussed in the passage?
- (A) It involves acting.
  - (B) It has ancient origins.
  - (C) It has a set form.
  - (D) It expresses an inner vision.
- 41.** What can be inferred from the passage about the difference between written and oral literature?
- (A) Written literature reflects social values better than oral literature does.
  - (B) Written literature involves less interaction between audience and creator during the creative process than oral literature does.
  - (C) Written literature usually is not based on historical events, whereas oral literature is.
  - (D) Written literature is not as highly respected as oral literature is.
- 42.** What is the author's attitude toward Native American literature?
- (A) Admiring of its form
  - (B) Critical of the cost of its production
  - (C) Amused by its content
  - (D) Skeptical about its origins

**Section 3 continues.  
Turn the page and read the next passage.**

**Questions 43-50**

Color in textiles is produced by dyeing, by printing, or by painting. Until the nineteenth century, all dyes were derived from vegetable or, more rarely, animal or mineral sources.

Line Since madder plants could be grown practically everywhere, the roots of some  
5 species of the madder plant family were used from the earliest period to produce a whole range of reds. Red animal dyes, derived from certain species of scale insects, were also highly valued from ancient times through the Middle Ages. Blues were obtained from indigo, which was widely cultivated in India and exported from there, and from woad, a plant common in Europe and also used in the Near East from the  
10 beginning of the Christian era. Before the first, nonfading "solid" green was invented in the early nineteenth century, greens were achieved by the over dyeing or overprinting of yellow and blue. However, yellow dyes, whether from weld or some other plant source such as saffron or turmeric, invariably fade or disappear. This accounts for the bluish tinge of what were once bright greens in, for example, woven tapestry.

15 The range of natural colors was hugely expanded and, indeed, superseded by the chemical dyes developed during the eighteen hundreds. By 1900 a complete range of synthetic colors had been evolved, many of them reaching a standard of resistance to fading from exposure to light and to washing that greatly exceeded that of natural dyestuffs. Since then, the petroleum industry has added many new chemicals, and from  
20 these other types of dyestuffs have been developed. Much of the research in dyes was stimulated by the peculiarities of some of the new synthetic fibers. Acetate rayon, for example, seemed at first to have no affinity for dyes and a new range of dyes had to be developed; nylon and Terylene presented similar problems.

The printing of textiles has involved a number of distinct methods. With the  
25 exception of printing patterns directly onto the cloth, whether by block, roller, or screen, all of these are based on dyeing; that is, the immersion of the fabric in a dye bath.

43. The passage mainly discusses the
- (A) development of synthetic colors for textiles during the nineteenth century
  - (B) advantages of chemical dyes over dyes derived from plants and animals
  - (C) differences between dyeing textiles and printing them
  - (D) history of the use of natural and chemical dyes to color textiles
44. According to the passage, what was the source of most textile dyes that were used before the nineteenth century?
- (A) Animals
  - (B) Minerals
  - (C) Plants
  - (D) Chemicals
45. What was the advantage of using madder plants for different shades of red?
- (A) It was possible to cultivate madder plants in almost every location.
  - (B) Madder plants produced brighter colors than other plant sources.
  - (C) Plant sources produced more lasting colors than animal sources.
  - (D) Dyes derived from the madder plants were easier to work with than other dyes.
46. The word “invariably” in line 13 is closest in meaning to
- (A) without exception
  - (B) steadily
  - (C) after some time
  - (D) noticeably

**The questions for this passage continue on the next page.**

47. It can be inferred from the passage that the green areas in woven tapestries developed a bluish tinge because
- (A) a darker color, like blue, dominates a light color, like yellow
  - (B) light changed some of the green dye used in the tapestries to blue
  - (C) the yellow dye that was used in the tapestries had faded
  - (D) the dyes used to color woven tapestries were made from minerals
48. The word “superseded” in line 15 is closest in meaning to
- (A) strengthened
  - (B) improved
  - (C) replaced
  - (D) complemented
49. According to the passage, how did chemical dyes compare to natural dyes?
- (A) The chemical dyes had less attractive colors.
  - (B) The chemical dyes were less easy to use.
  - (C) The chemical dyes lost their brightness more quickly when exposed to light.
  - (D) The chemical dyes held up better after washing.
50. According to the passage, what problem led to the development of new dyes after 1900 ?
- (A) Previously developed dyes did not work on new types of fibers.
  - (B) Dyes derived from petroleum caused damage to new synthetic fibers.
  - (C) New synthetic fibers required brighter colors than natural fibers did.
  - (D) New fabrics easily lost their colors when washed.

**This is the end of Section 3.**

**If you finish in less than 55 minutes, check your work on  
Section 3 only.**

**DO NOT read or work on any other section of the test.**

**When you are ready to check your answers, use the answer  
key on page 104 to determine which questions you  
answered correctly and incorrectly.**



# *Practice Test B*

# Section 1: Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are 3 parts to this section, with special instructions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test.

## Part A

**Directions:** In Part A, you will hear short conversations between 2 people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Here is an example:**

On the recording, you hear:

**Sample Answer**

A  B  C  D

What does the man mean?

In your test book, you read:

- (A) He does not like the painting either.
- (B) He does not know how to paint.
- (C) He does not have any paintings.
- (D) He does not know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He does not like the painting either." Therefore, the correct choice is (A).

**Now begin work on the questions.**

1. What does the man mean?
  - (A) He would like to take a break.
  - (B) He thinks the library will close soon.
  - (C) He does not want to stop working.
  - (D) He does not like coffee.
2. What does the woman imply?
  - (A) Mary is not going to the concert.
  - (B) Mary does not know about the concert.
  - (C) The man should call Mary.
  - (D) The man should go to the concert without Mary.
3. What can be inferred about the man?
  - (A) He bought a new jacket.
  - (B) He used to have longer hair.
  - (C) He does not usually wear glasses.
  - (D) He wants to introduce the woman to his friends.
4. What does the woman mean?
  - (A) She did not know about the library's summer schedule.
  - (B) The library has only a few employees in the summer.
  - (C) The library is closed in the summer.
  - (D) Not many people use the library in the summer.
5. What does the man mean?
  - (A) He read an article about Professor Monroe's research.
  - (B) He does not know Professor Monroe.
  - (C) Professor Monroe probably will talk to the woman.
  - (D) Professor Monroe does not like giving interviews.
6. What does the woman imply about the headphones?
  - (A) She expects the man to have them repaired.
  - (B) She is angry with the man for forgetting them.
  - (C) She does not know where they are.
  - (D) She would like the man to return them by tonight.
7. What does the woman imply?
  - (A) She needs more time to get ready for the dinner.
  - (B) She thought the dinner was at another time.
  - (C) She forgot about the plans she made for dinner.
  - (D) She will not be able to go to dinner.
8. What will the woman probably do next?
  - (A) Cash her paycheck
  - (B) Lend the man some money
  - (C) Pay the man back money she borrowed from him
  - (D) Help the man look for his wallet

9. What does the man imply?
- (A) He will help the woman prepare her speech.
  - (B) The woman should prepare her speech carefully.
  - (C) The woman is one of the best speakers in the class.
  - (D) The speech does not count toward the final grade for the course.
10. What does the woman mean?
- (A) She likes the view of the mountains in winter.
  - (B) She has never been in Montana.
  - (C) The man should take a winter vacation.
  - (D) The man would not enjoy living in Montana all year.
11. What does the woman mean?
- (A) She does not agree that it is a stressful time.
  - (B) She does not feel as calm as she seems.
  - (C) She admires the man's calmness.
  - (D) She will help the man to deal with his stress.
12. What does the man imply?
- (A) The woman can have his old phone.
  - (B) The woman should not buy the phone.
  - (C) The woman should buy the phone at a different store.
  - (D) The woman should wait for the phone to go on sale.
13. What does the man imply?
- (A) He went to the bookstore early.
  - (B) The line at the bookstore moves quickly.
  - (C) Books are cheaper at the bookstore than online.
  - (D) The woman does not have to wait in line at the bookstore.
14. What does the woman imply the man should do?
- (A) Accept the job offer
  - (B) Discuss the job offer with a friend
  - (C) Apply for a job that is not so far away
  - (D) Keep his current job
15. What does the woman say about her brother?
- (A) He is spending too much time with his friends.
  - (B) He was in an accident.
  - (C) He is looking for his friend.
  - (D) He had a disagreement with his friend.
16. What can be inferred from the conversation?
- (A) The man is in the wrong classroom.
  - (B) The man is sitting in the wrong seat.
  - (C) The man forgot to bring his textbook.
  - (D) The woman did not attend the first class.

- 17.** What does the woman mean?
- (A) She had a difficult time finding a summer job.
  - (B) She never had a summer job before.
  - (C) She began to enjoy her job as she gained experience.
  - (D) Her job became more stressful as she learned more about it.
- 18.** What does the man imply?
- (A) He does not know Peter.
  - (B) Peter does not usually eat lunch.
  - (C) Peter often behaves the way he did at lunch.
  - (D) The woman should invite Peter to lunch.
- 19.** What will the woman probably do?
- (A) Lend the man an umbrella
  - (B) Go to the movie by herself
  - (C) Wait with the man until the rain stops
  - (D) Help the man find his umbrella
- 20.** What does the woman imply?
- (A) She is planning to quit her job at the bookstore.
  - (B) She will have lunch with the man in the cafeteria.
  - (C) The man can save money by eating in the cafeteria.
  - (D) The man might be able to get a job in the cafeteria.
- 21.** What does the man mean?
- (A) He spent a month in Mexico last year.
  - (B) He is ready to leave for Mexico.
  - (C) The woman should postpone her trip.
  - (D) The woman should apply for a passport soon.
- 22.** What will the man probably do?
- (A) Finish his lab report before the next class
  - (B) Ask the professor for help with his lab report
  - (C) Ask the professor for a higher grade
  - (D) Speak to the professor about the grading system
- 23.** What does the woman imply about the bakery?
- (A) It lost customers to another business.
  - (B) It has a new owner.
  - (C) It opened only recently.
  - (D) It stopped selling coffee.
- 24.** What does the man imply?
- (A) He did not enjoy living in a small town.
  - (B) He is planning to visit his hometown soon.
  - (C) He and the woman are from the same hometown.
  - (D) He would like to visit the woman's hometown.

**25.** What does the woman want to know?

- (A) Whether the man wants money for his ticket
- (B) Whether the man can see the play on a different date
- (C) Whether the man needs more tickets for the play
- (D) Whether the man has already given his ticket to someone else

**26.** What does the woman mean?

- (A) She recovered from a cold before the exam period started.
- (B) She is glad she has managed to stay healthy.
- (C) She is relieved she has already finished all her exams.
- (D) She knows several people who are not feeling well.

**27.** What does the man mean?

- (A) It is too windy to go on a boat ride.
- (B) The woman should take the bus.
- (C) The sightseeing tour is worth taking.
- (D) He is not familiar with the sightseeing tour.

**28.** What does the man mean?

- (A) He is pleased that so many people auditioned.
- (B) More people would have come if the event had been better organized.
- (C) The weather kept some people from participating.
- (D) The snowstorm was not as severe as the weather report had predicted.

**29.** What will the man probably do next Friday?

- (A) Get a ride to the station with the woman
- (B) Take the woman to the station
- (C) Borrow the woman's car to go to the station
- (D) Drive his car instead of taking the train

**30.** What does the woman imply the man should do?

- (A) Return the lamp to the store
- (B) Have the lamp repaired
- (C) Buy different lightbulbs
- (D) Borrow a lamp from a colleague

## Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- 31.** What is the conversation mainly about?
- (A) A concert the woman attended
  - (B) The man's collection of CDs
  - (C) A new software program
  - (D) An instrument the woman is learning to play
- 32.** Why did the woman apologize to the man?
- (A) She lost one of his CDs.
  - (B) She did not invite him to the concert.
  - (C) She missed class.
  - (D) She forgot about a meeting.
- 33.** What is unusual about the baryton?
- (A) It does not need to be tuned.
  - (B) It has two sets of strings.
  - (C) Its pitch is exceptionally high.
  - (D) It is played with the hands and feet.
- 34.** What does the woman want to borrow from the man?
- (A) A baryton
  - (B) Some CDs
  - (C) A computer program
  - (D) His class notes
- 35.** What are the speakers mainly discussing?
- (A) A change in sea turtle behavior
  - (B) A form of light pollution
  - (C) Various ways different animals perceive light
  - (D) Ecological building designs
- 36.** What does the professor imply about polarized light that occurs in nature?
- (A) It is weakest on water surfaces.
  - (B) It makes it difficult for animals to see.
  - (C) It is needed by many animals to survive.
  - (D) It is similar to light from streetlights.
- 37.** According to the professor, how do glass buildings affect wildlife?
- (A) They block animals' view in their search of food.
  - (B) They may mislead animals in their search for water.
  - (C) Most animals cannot tolerate their light reflections.
  - (D) Many migrating birds fly into them.

## Part C

**Directions:** In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the 4 possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Here is an example:**

On the recording, you hear:

**Sample Answer**

(A) (B) ● (D)

Now listen to a sample question:

In your test book, you read: What is the main purpose of the program?

- (A) To demonstrate the latest use of computer graphics
- (B) To discuss the possibility of an economic depression
- (C) To explain the workings of the brain
- (D) To dramatize a famous mystery story

The best answer to the question, "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct answer is (C).

Now listen to another sample question:

**Sample Answer**

(A) (B) (C) ●

In your test book, you read: Why does the speaker recommend watching the program?

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

**Now begin work on the questions.**

- 38.** What does the professor mainly discuss?
- (A) Differences between longitudinal studies and cross-sectional studies
  - (B) Advantages of cohort studies over other research approaches
  - (C) Differences between child psychology and adult psychology
  - (D) Recent improvements in research methodologies
- 39.** What question is investigated by the research studies that the professor describes?
- (A) Whether shyness is a learned behavior
  - (B) Whether shyness can affect children's learning
  - (C) Whether many different factors contribute to shyness
  - (D) Whether shyness in children is related to age
- 40.** What is one of the problems with longitudinal studies that the professor mentions?
- (A) Their results are difficult to analyze.
  - (B) They can be used only in studies of young children.
  - (C) Participants may not be available for the entire study.
  - (D) Researchers do not consider the results of such studies reliable.
- 41.** How would a cross-sectional study observe children?
- (A) By observing one group of children as they grow
  - (B) By observing groups of different-aged children at one point in time
  - (C) By comparing children's behavior at home to their behavior at school
  - (D) By comparing children's behavior to their parents' behavior
- 42.** What does the professor mainly discuss?
- (A) Ways in which human activities affect aquifers
  - (B) The formation of Earth's gravitational field
  - (C) The impact of Earth's gravitational anomalies on satellites
  - (D) Variations in Earth's gravitational field

- 43.** What does the professor emphasize about the instruments on the satellites he mentions?
- (A) They were recently replaced.
  - (B) They are extremely precise.
  - (C) Their settings are changed seasonally.
  - (D) Their data are used to make new maps on a daily basis.
- 44.** According to the professor, where is Earth's gravitational force the strongest?
- (A) At sea level
  - (B) At the equator
  - (C) On mountaintops
  - (D) Over aquifers
- 45.** What do gravity anomaly maps indicate about California's agricultural region?
- (A) Water levels in aquifers there are declining.
  - (B) The region has more aquifers than previously thought.
  - (C) Water-conservation efforts there are effective.
  - (D) The region used to be covered by glaciers.
- 46.** What does the professor say about climate change?
- (A) It is already intensifying droughts in California.
  - (B) Its effects are more significant in areas with stronger gravity.
  - (C) It can cause measurable changes in gravity in certain areas.
  - (D) Its impact on sea levels has not been measured.
- 47.** What is the talk mainly about?
- (A) How people in rural areas preserved food
  - (B) The construction of icehouses
  - (C) An important industry in the nineteenth century
  - (D) How improvements in transportation affected industry
- 48.** What does the speaker imply about springhouses?
- (A) Only wealthy families had them.
  - (B) They were important to the ice industry.
  - (C) They were built mostly on the east coast.
  - (D) They are no longer in common use.

- 49.** According to the speaker, what made the ice industry obsolete?
- (A) Modern technology for the kitchen
  - (B) Improved transportation systems
  - (C) Industrial use of streams and rivers
  - (D) Increased temperatures in many areas
- 50.** What was the purpose of an icebox?
- (A) To keep train engines cool
  - (B) To preserve perishable food
  - (C) To store ice while it was being transported
  - (D) To lift blocks of ice from frozen lakes and ponds

**This is the end of Section 1, Listening Comprehension.**

**Stop work on Section 1.**

**Read the directions for Section 2 and begin work.**

**DO NOT read or work on any other section of the test for the next 25 minutes.**

## Section 2: Structure and Written Expression

**Time: 25 minutes**

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

### Structure

**Directions:** Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the **one** word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Example I

#### Sample Answer

(A)  (B)  (C)  (D)

Geysers have often been compared to volcanoes \_\_\_\_\_ they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from below Earth's surface." Therefore, you should choose (B).

#### Example II

#### Sample Answer

(A)  (B)  (C)  (D)

During the early period of ocean navigation, \_\_\_\_\_ any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read, "During the early period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose (D).

**Now begin work on the questions.**

1. Rhymes result from sound rather than spelling, and words neither have to be spelled the same way \_\_\_\_\_ look alike in order to rhyme.  
(A) not  
(B) and  
(C) nor  
(D) either
2. The gardenia, about 200 species \_\_\_\_\_ to tropical and subtropical countries, was named in honor of eighteenth-century naturalist Alexander Garden.  
(A) native of which are  
(B) are native of which  
(C) which are native of  
(D) of which are native
3. Bioethics is \_\_\_\_\_ the moral and social implications of techniques resulting from advances in the biological sciences.  
(A) study  
(B) studied  
(C) the study of  
(D) the study that
4. When \_\_\_\_\_ from REM (Rapid Eye Movement) sleep, a state in which brain activity resembles the waking state, they usually report that they have been dreaming.  
(A) awakened people  
(B) people awakening  
(C) are people awakening  
(D) people are awakened
5. In their designs the Shakers always sought \_\_\_\_\_ to a problem, whether it was a rocking chair or a steam engine.  
(A) the simplest solution  
(B) the solution of simplest  
(C) the solution that simplification  
(D) which solution simplest
6. Carbohydrates, \_\_\_\_\_ of the three principal constituents of food, form the bulk of the average human diet.  
(A) are one  
(B) one that  
(C) one  
(D) which one

7. Eva Gatling directed \_\_\_\_\_ in Huntington, New York, from 1962 until 1978.
- (A) the Heckscher Museum
  - (B) the Heckscher Museum was
  - (C) how the Heckscher Museum
  - (D) and the Heckscher Museum
8. Geometrically, the hyperbolic functions are related to the hyperbola, \_\_\_\_\_ the trigonometric functions are related to the circle.
- (A) just as
  - (B) same
  - (C) similar to
  - (D) and similar
9. United States aviation pioneer Amelia Earhart set \_\_\_\_\_ long-distance flight records.
- (A) of several
  - (B) several the
  - (C) several
  - (D) several of
10. The brilliance of the Sun's disk makes observations of the corona and nearby stars \_\_\_\_\_ with ordinary telescopes, except during an eclipse.
- (A) impossibility
  - (B) impossible
  - (C) they are impossible
  - (D) are impossible
11. Distantly related to pigs, \_\_\_\_\_ the great Indian rhinoceros as the second largest living land animal.
- (A) rivaling the hippopotamus
  - (B) the rival of the hippopotamus
  - (C) which the hippopotamus rivals
  - (D) the hippopotamus rivals
12. Psychologists who study information processing have found \_\_\_\_\_ to identify and describe several memory structures and control processes.
- (A) is instructive
  - (B) instructive
  - (C) it instructive
  - (D) as instructive
13. Not until the 1820s \_\_\_\_\_ part of the curriculum of Harvard and Yale universities.
- (A) physical education became
  - (B) physical education had become
  - (C) did physical education become
  - (D) when physical education became

14. Perhaps even more important than the accuracy and reliability of a meteorological instrument \_\_\_\_\_ .

- (A) that positioning it is correct
- (B) is positioned correctly
- (C) that its correct position
- (D) is that it be positioned correctly

15. Ellis Island in Upper New York Bay was the principal reception center \_\_\_\_\_ the United States from 1892 to 1943.

- (A) immigrants entered
- (B) which immigrants entered
- (C) through which immigrants entered
- (D) which immigrants who entered

## Written Expression

**Directions:** In questions 16-40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the **one** underlined word or phrase that must be changed for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

### Example I

### Sample Answer

(A)  (B)  (C)  (D)

Guppies are sometimes call rainbow fish due to the bright colors of the males.  
A B C D

The sentence should read, "Guppies are sometimes called rainbow fish due to the bright colors of the males." Therefore, you should choose (A).

### Example II

### Sample Answer

(A)  (B)  (C)  (D)

Serving several term in the United States Congress, Shirley Chisholm became a respected political figure.  
A B C D

The sentence should read, "Serving several terms in the United States Congress, Shirley Chisholm became a respected political figure." Therefore, you should choose (B).

**Now begin work on the questions.**







38. Boston began a series of urban renewal project during the 1960s, emphasizing  
renovation and modern architectural styles harmonious with the traditional  
buildings.
39. Copper, a soft yellowish-red metal whose use dates back to prehistoric times,  
has been mined for over 6,000 years ago.
40. In 1999 astronomers found evidence of six new planets orbiting distant  
stars, bringing to 28 the number of planets then known to exist out the solar  
system.

**This is the end of Section 2.**

**If you finish before time is called, check your work  
on Section 2 only.**

**DO NOT read or work on any other section of the test.**

**At the end of 25 minutes, go on to Section 3.**

**Use exactly 55 minutes to work on Section 3.**

## Section 3: Reading Comprehension

**Time: 55 Minutes**

**Directions:** In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the **one** best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is **stated** or **implied** in that passage.

### Read the following sample passage:

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

#### Example 1

#### Sample Answer

(A)  (B)  (C)  (D)

What is the main idea of the passage?

- (A) In modern society we must make more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

## Example II

## Sample Answer

(A) (B) (C)

In line 5, the phrase “this tradition” refers to

- (A) the practice of starting the business day at dawn
- (B) friendly relations between neighbors
- (C) the railroad’s reliance on time schedules
- (D) people’s agreement on the measurement of time

The phrase “this tradition” refers to the preceding clause, “people have been in rough agreement with their neighbors as to the time of day.” Therefore, you should choose (D).

**Now begin work on the questions.**

## Questions 1-10

The first maps of Venus were made using radar beams transmitted from Earth. Radar was the only way to map its surface, because the clouds on Venus are so thick that the surface cannot be seen through them. The results of these early attempts at mapping were relatively crude and difficult to interpret, although the regions known as Alpha and Beta Regiones were discovered.

The first direct view of the surface came from probes, which were landed on Venus in 1975 by the spacecraft Venera 9 and 10, and showed a dry rock-strewn surface.

Maps of the surface improved dramatically in 1978, when the Pioneer-Venus 1 spacecraft went into orbit around Venus, equipped with a radar altimeter. It showed huge rolling plains stretching right around the planet, some lowland areas, and two highland regions called Ishtar and Aphrodite. The peaks of the highest mountains, Maxwell Montes, in the eastern part of Ishtar, were found to be 12,000 meters above the general surface level, so they are appreciably higher than the Himalayas. Aphrodite, which is larger than Ishtar, has a vast rift valley at its eastern end nearly 3,000 meters deep, 2,200 kilometers long, and 280 kilometers wide. Two shield volcanoes, broad volcanoes formed of successive outpourings of lava, which are much larger than any found on Earth, were also found isolated from the two upland areas. Six years later a great many impact craters and small volcanoes were found by Venera 15 and 16 orbiters.

Later yet, the Magellan spacecraft entered orbit around Venus in August 1990, and over the next two years completed a detailed radar mapping of the surface. It found that the surface is mostly volcanic, with large lava-flooded plains and thousands of volcanoes. There are also signs of tectonic activity, which has caused, for example, multiple faulting and deep fractures. There are a number of rift valleys, some of which have been partly flooded by molten lava, and a number of impact craters, the density of which has enabled the ages of various areas to be estimated. The absence of impact craters in an area suggests an age of no more than a few tens of millions of years.

1. The passage mainly discusses how
  - (A) radar technology improved over time
  - (B) the surface of Venus compares to Earth's surface
  - (C) the age of Venus was determined scientifically
  - (D) knowledge about the surface of Venus was obtained
2. The passage mentions that radar beams were used to obtain the first maps of Venus because they
  - (A) allowed for mapping more than the two regions already familiar to scientists
  - (B) could penetrate the clouds that concealed the surface of Venus
  - (C) were the least expensive method of mapping at the time
  - (D) could be transmitted easily from Earth
3. The word "equipped" in line 9 is closest in meaning to
  - (A) selected
  - (B) adjusted
  - (C) inspected
  - (D) furnished
4. The author discusses Maxwell Montes together with the Himalayas in the passage in order to
  - (A) indicate their similar composition
  - (B) establish the height of Maxwell Montes
  - (C) indicate that the terrain on Earth resembles the terrain on Venus
  - (D) compare the origins of the two mountain ranges
5. The word "appreciably" in line 13 is closest in meaning to
  - (A) surprisingly
  - (B) probably
  - (C) noticeably
  - (D) consistently
6. The word "vast" in line 14 is closest in meaning to
  - (A) extensive
  - (B) remote
  - (C) obvious
  - (D) raised

**The questions for this passage continue on the next page.**

7. The word “isolated” in line 17 is closest in meaning to
- (A) surrounded
  - (B) separated
  - (C) accumulated
  - (D) elevated
8. Pioneer-Venus 1 discovered that Venus had all of the following features EXCEPT
- (A) impact craters
  - (B) lowlands
  - (C) mountains
  - (D) shield volcanoes
9. The Magellan spacecraft discovered that most of the surface of Venus is covered with
- (A) faults and fractures
  - (B) rift valleys
  - (C) lava and volcanoes
  - (D) impact craters
10. It can be inferred from the passage that scientists use the density of impact craters on Venus to determine which of the following?
- (A) The cause of the faults and fractures
  - (B) The age of different areas of the planet’s surface
  - (C) The areas that are most geologically active
  - (D) The amount of flooding of rift valley areas

**Section 3 continues.**  
**Turn the page and read the next passage.**

## Questions 11-19

In the United States, many social reformers in the late nineteenth century demonstrated a concern for improved housing conditions for workers. George Pullman (1831-1897), the wealthy industrialist who introduced luxury railway cars with beds, built his model city called Pullman in 1880 to address housing problems caused by Chicago's industrialization. In constructing the town, Pullman hoped to produce an ideal environment that would help attract workers of a superior type to the railway car industry and retain them. Pullman inhabitants were expected to embody values of thrift, industry, and morality. They were taught to develop propriety and good manners, cleanliness and neatness of appearance, diligence, and self-improvement through education and savings. Like the brick clock tower that dominated the town center, Pullman kept a regulatory eye on his workers.

In its first five years, this new experiment in industrial life received little criticism, except from radical political groups. Crediting the town of Pullman with producing a new type of dependable and ambitious worker in a rationally ordered environment, reformers, at first, praised it as a successful model for modern industrial life. However, after 1885, with the high gloss of the experiment dulled, it became clear that the residents of Pullman had honest grievances about the overcharging of rent and other services.

In 1893, The World's Columbian Exposition, an exhibition that aimed to promote American cultural, economic, and technological development, and in which George Pullman was a major investor, was held in Chicago. The town of Pullman became a popular tourist stop, attracting more than its share of curious travelers. There were 10,000 foreign visitors alone during the exposition year. In fact, the first *Baedeker Travel Guide to the United States* advised visitors to tour Pullman. Frequent trains and trolley cars connected the fairgrounds of the exposition with the town, and on several occasions, George Pullman himself guided the tours. Constructing a fantastic environment for the benefit of tourists, he made sure that any real tensions between his office and the working inhabitants of the town were rendered invisible to the tourist gaze.

- 11.** What does the passage mainly discuss?
- (A) The effect of industrialization on the city of Pullman
  - (B) The model city built by George Pullman
  - (C) The career of George Pullman
  - (D) Housing problems in the nineteenth century
- 12.** According to the passage, which of the following led to the creation of the town of Pullman?
- (A) A surplus of railway workers in Chicago
  - (B) Housing problems caused by industrialization
  - (C) George Pullman's decision to stop producing railway cars
  - (D) The opening of the World's Columbian Exposition
- 13.** According to the passage, George Pullman expected that the city of Pullman would
- (A) impress social reformers
  - (B) satisfy radical political groups
  - (C) soon develop housing problems
  - (D) draw workers to the railway car industry
- 14.** The word "retain" in line 7 is closest in meaning to
- (A) house
  - (B) train
  - (C) keep
  - (D) reward
- 15.** According to the passage, Pullman inhabitants were taught to do all of the following EXCEPT
- (A) have good manners
  - (B) become active in town politics
  - (C) value education
  - (D) save money
- 16.** What does the author imply about George Pullman's attitude toward his workers in line 11 ?
- (A) Pullman believed that his workers should follow a strict daily schedule.
  - (B) Pullman felt that his workers required careful monitoring and supervision.
  - (C) Pullman thought that individual workers could be taught to work together as a team.
  - (D) Pullman believed that his workers had trouble keeping track of the time they spent on a task.

**The questions for this passage continue on the next page.**

- 17.** The word “grievances” in line 17 is closest in meaning to
- (A) stories
  - (B) opinions
  - (C) findings
  - (D) complaints
- 18.** According to the passage, what did George Pullman do to promote tourism in the town of Pullman?
- (A) He personally showed tourists around the town.
  - (B) He published a travel guide to the town.
  - (C) He started to invest in the town’s cultural development.
  - (D) He built a new road connecting it to the World’s Columbian Exposition.
- 19.** The passage suggests that George Pullman worked to hide which of the following from tourists?
- (A) His role as an investor in the World’s Columbian Exposition
  - (B) His conflicts with the inhabitants of the town of Pullman
  - (C) His efforts to promote the town of Pullman
  - (D) His lack of knowledge about how the inhabitants of Pullman really lived

**Section 3 continues.**  
**Turn the page and read the next passage.**

## Questions 20-29

In the 1820s, the exhaustion of commercial oyster beds along the northeastern coast set the stage for the industry that would shift the Chesapeake Bay region located in the southern state of Maryland forever from an underdeveloped subsistence economy, and define its culture for the next 150 years. In the early nineteenth century, the Chesapeake oyster beds, perhaps the world's richest trove of the shellfish, were discovered. Following the Civil War in 1865, the exploitation built to the fever pitch of a gold rush. More than 1,000 sail craft, including four-masted schooners, sloops, pungeys, and bugeyes, dragged heavy iron dredges ceaselessly across the "rocks," as the reeflike agglomerations of the shellfish were called, catching oysters by the hundreds of bushels a day.

At the height of this activity, the Chesapeake region probably was less isolated than at any time in its history, including present times. In 1886, the oyster harvest peaked in Maryland at some 15 million bushels, an annual production of edible meat equal to the yield from 160,000 head of cattle. The oyster fleet employed a fifth of everyone involved in fishing in the United States. Oyster captains ruled the waves, outgunning attempts to enforce even modest conservation by the Maryland Oyster Navy, charged with policing the oyster beds. On the positive side, the oyster industry of this era used its political clout to force the nearby city of Baltimore to construct the nation's most modern sewage treatment plant to protect the water quality of the bay. So intense was the oystering that it eventually altered the physical shape of the bay's bottom, breaking apart the reefs in which oysters naturally grew. Studies comparing old charts of the bay bottom to new bathymetric surveys have found a dramatic flattening of original bottom contours. This made oysters more susceptible to silting over, and perhaps more vulnerable to the diseases that now plague them—though this latter is still speculative.

As harvests slid from the unsustainable peaks of the 1880s never to return, people involved in harvesting oysters sought an easy-to-build, cheaper alternative to the big sail dredge craft which would require fewer crew. What evolved was a beamy vessel, usually 38 to 55 feet long, the bottom made with simple crosswise planking. It could be built by a good backyard carpenter, and hundreds were.

- 20.** What does the passage mainly discuss?
- (A) The oyster industry in the Chesapeake Bay region
  - (B) The subsistence economy of the Chesapeake Bay region
  - (C) The exhaustion of commercial oyster beds along the northeastern coast
  - (D) Sail craft used in the fishing industry of the nineteenth century
- 21.** The word “its” in line 4 refers to
- (A) the northeastern coast
  - (B) Maryland
  - (C) subsistence economy
  - (D) the Chesapeake Bay region
- 22.** The author mentions “a gold rush” in line 7 in order to
- (A) illustrate that oysters were very expensive
  - (B) imply that oystering had a greater impact on Maryland’s economy than mining gold
  - (C) explain that the new oyster beds were discovered while deposits of gold were being studied
  - (D) compare the exploiting of the new oyster beds with the excitement of discovering gold
- 23.** According to the passage, what year was the Chesapeake Bay oyster harvest the largest?
- (A) 1820
  - (B) 1865
  - (C) 1880
  - (D) 1886
- 24.** The word “clout” in line 18 is closest in meaning to
- (A) belief
  - (B) influence
  - (C) information
  - (D) division
- 25.** According to the second paragraph, which of the following was a beneficial effect of the oyster industry?
- (A) Oyster fleets increased pay for fishers by one-fifth.
  - (B) Baltimore constructed a modern sewage treatment plant to keep the Chesapeake Bay clean.
  - (C) Conservation measures were enforced to protect the reefs where oysters grew.
  - (D) The people of Maryland gained access to a more nutritious diet including a large quantity of oyster meat.

**The questions for this passage continue on the next page.**

26. According to the second paragraph, which of the following has been revealed by bathymetric surveys of the Chesapeake Bay?
- (A) The bottom of the bay has been radically altered by oyster harvesting.
  - (B) Oysters are still available, but current equipment is unable to harvest them.
  - (C) Oysters have adapted well to significant changes in their environment.
  - (D) New reefs have formed for oysters to grow in.
27. The word “speculative” in line 24 is closest in meaning to
- (A) radical
  - (B) popular
  - (C) theoretical
  - (D) temporary
28. It can be inferred from the author’s description of the beamy vessel in the third paragraph that this boat was
- (A) made from planking recovered from old oyster boats
  - (B) relatively simple in design
  - (C) rarely used on Chesapeake Bay
  - (D) able to handle heavy dredges better than earlier boats had
29. It can be inferred from the passage that the Chesapeake Bay oyster beds were similar to the oyster beds along the northeastern coast in that they
- (A) were discovered following the Civil War
  - (B) were fished primarily by large sail craft that were operated by the state government
  - (C) eventually became less productive than they had been in the past
  - (D) gradually expanded in spite of diseases carried by polluted waters

**Section 3 continues.**  
**Turn the page and read the next passage.**

### Questions 30-40

Line  
5 Except for flies, all flying insects have two pairs of wings, one of which is attached to the upper mesothorax and the other to the upper metathorax. It is likely that their wings originated as flaps that could be extended from the thorax, allowing wingless insects to escape danger by leaping from an elevated perch and gliding some distance away. Insect wings are unique, having evolved specifically for flight, while the wings of birds and bats are merely modifications of preexisting limbs.

10 The earliest insects known to be capable of true flight had two pairs of wings that remained extended and did not fold, even when the creature was at rest. Each pair flapped independently of the other pair, a contemporary parallel to this feature being found in the wings of dragonflies, which are members of a primitive but common order of insects. Many advanced insects, such as beetles, butterflies, and wasps, have evolved means to link their forewings and hind wings to form two coordinated flight surfaces rather than four.

15 Most insect wings are laced with veins. These are distinct ridges, the pattern of which is often critical to the identification of individual species. The spaces between the veins are called cells; those extending to the wing margin are open cells, and those enclosed by veins on all sides are closed cells. Adult insects that emerge from a pupa have wings that at first look crumpled and useless. Extensions of the tracheal respiratory system run through the veins, and blood circulates in the spaces around the tracheae. As air is pumped through the veins, the wings of these newly emerged insects unfurl and straighten. As the veins harden, they provide both strength and a degree of flexibility, and the wings become capable of sustaining flight.

20  
25 The veins of the wings tend to be thicker and stronger near the body and along the forward, or leading, edge and thinner and more flexible near the tip and along the trailing edge. The trailing edge curls on both the upstroke and the downstroke, pushing against the air behind it and producing not only lift but forward propulsion and reduced drag.

- 30.** The wings of insects are compared to the wings of birds and bats in terms of
- (A) their size
  - (B) the way they evolved
  - (C) their point of attachment to the thorax
  - (D) their role in the survival of the species
- 31.** Which of the following is a characteristic of the earliest insects known to be capable of true flight?
- (A) They had one pair of wings.
  - (B) Their wings were only folded when at rest.
  - (C) Both pairs of wings moved at the same time.
  - (D) Their wings were always extended.
- 32.** The author mentions dragonflies in the second paragraph as an example of insects whose wings are
- (A) not symmetrical in design
  - (B) commonly found in advanced insects
  - (C) similar to those of the earliest insects
  - (D) capable of circular movements
- 33.** The word “link” in line 12 is closest in meaning to
- (A) join
  - (B) stop
  - (C) reduce
  - (D) flatten
- 34.** According to the passage, how do the veins of insect wings differ among species?
- (A) Some species do not have spaces between the veins.
  - (B) Veins are difficult to see in some species.
  - (C) Different species have different patterns of veins.
  - (D) Some species do not pump air through the veins.
- 35.** Where can open cells be found?
- (A) At the edge of the wings
  - (B) In the middle of the wings
  - (C) In the veins
  - (D) In the blood

**The questions for this passage continue on the next page.**

- 36.** The word “they” in line 21 refers to
- (A) spaces
  - (B) wings
  - (C) insects
  - (D) veins
- 37.** How do the forward and trailing edges of insect wings differ?
- (A) There are fewer veins in the trailing edge.
  - (B) They have veins of different thicknesses.
  - (C) Only the forward edge produces forward movement.
  - (D) One curls on the upstroke and the other curls on the downstroke.
- 38.** The word “flexible” in line 24 is closest in meaning to
- (A) pointed
  - (B) weak
  - (C) able to expand
  - (D) able to bend
- 39.** Which of the following can be inferred from the passage about the capabilities of an adult insect that has recently emerged from the pupa?
- (A) It cannot fly immediately.
  - (B) It has difficulty breathing.
  - (C) It uses its wings for balance.
  - (D) It cannot remain upright.
- 40.** Which of the following aspects of insects that can fly is NOT discussed in the passage?
- (A) The origin of their wings
  - (B) Their movements while in flight
  - (C) The physical structure of their wings
  - (D) The speed at which they can fly

**Section 3 continues.**  
**Turn the page and read the next passage.**

## Questions 41-50

Viewed from a formalist perspective, art is appreciated for the enlivening aesthetic experience its visual form can provide. The name formalism stems from the primary focus of this perspective on the artistic form of the work: its line, shape, color, texture, and composition. For the formalist, art is to be valued for its artistic qualities, separate from its connection to the larger world. In the case of a film, the viewer would concentrate on its formal qualities (for instance, camera compositions, editing rhythms, settings, lighting effects, dialogue, and sound track) while ignoring the film's contextual relationships to social and political issues. It is believed that such "nonartistic" considerations only detract from the aesthetic experience the work's artistic form can provide. Although the formalist approach pares away history, morality, and virtually everything other than color, shape, technique, and composition, this approach does get the viewer to look closely and respond with feeling to the artwork's sensuous qualities.

In contrast to formalism, contextualism is concerned with the appreciation of art "in context," that is, in relation to the rest of life. Like a wide-angle camera shot, contextualism takes in the big picture. Everything that surrounds and relates to the artwork is relevant: the viewer; the artist; the physical setting of the work; and the art, culture, and society that gave birth to it. For the contextualist, a full appreciation of a film is impossible without information about its director and the director's creative process, as well as knowledge about the era and the culture of the country in which the film was made. The strong point of the contextualist approach is its ability to expand the viewer's understanding of the work in relation to the larger world. In contrast to the reductive focus of formalism, contextualism offers the viewer many ways of looking at and giving meaning to the artwork. Its major limitation, the formalists say, stems from its primary concern with facts and theories. They argue that contextualists can often emphasize fact-finding and theorizing to the exclusion of any sensuous response to the work of art.

- 41.** What is the passage mainly about?
- (A) Formalist and contextualist issues reflected in visual art
  - (B) Appreciation of artistic qualities in film
  - (C) Formalist and contextualist points of view on art
  - (D) Limitations of modern theories of art
- 42.** According to the first paragraph, a formalist evaluates a work of art in terms of
- (A) “nonartistic” considerations that enhance the aesthetic experience of the artwork
  - (B) purely aesthetic aspects of the artwork
  - (C) the relationship of the artwork to social and political matters
  - (D) the historical accuracy of the artist’s treatment of the subject of the artwork
- 43.** The first paragraph mentions all of the following as examples of artistic form EXCEPT
- (A) texture
  - (B) color
  - (C) morality
  - (D) shape
- 44.** The phrase “concentrate on” in line 6 is closest in meaning to
- (A) memorize
  - (B) focus on
  - (C) experiment with
  - (D) criticize
- 45.** Which of the following would most likely be a topic of discussion in a formalist analysis of a painting?
- (A) The artistic techniques used in the painting
  - (B) The social background of the artist
  - (C) The place where the piece was painted
  - (D) The impact of the painting on society
- 46.** The author makes a comparison between a “wide-angle camera shot” (line 15) and the way that contextualists
- (A) utilize a large range of artistic styles
  - (B) interpret the formal aspects of art
  - (C) study various influences on a work of art
  - (D) emphasize aesthetic experience

**The questions for this passage continue on the next page.**

47. The word “it” in line 18 refers to
- (A) artwork
  - (B) physical setting
  - (C) culture
  - (D) society
48. The word “era” in line 20 is closest in meaning to
- (A) character
  - (B) development
  - (C) period
  - (D) role
49. The phrase “stems from” in line 24 is closest in meaning to
- (A) grows out of
  - (B) turns into
  - (C) runs up against
  - (D) argues for
50. According to the second paragraph, formalists claim that the weakest aspect of contextualism is which of the following?
- (A) Its reductive focus
  - (B) Its concentration on appealing to the viewer’s senses
  - (C) Its inability to offer a viewer more than one way of looking at art
  - (D) Its primary concern with facts and theories

**This is the end of Section 3.**

**If you finish in less than 55 minutes, check your work on Section 3 only.**

**DO NOT read or work on any other section of the test.**

**When you are ready to check your answers, use the answer key on page 105 to determine which questions you answered correctly and incorrectly.**

# ***Review Materials***

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# Answer Keys

- Use the answer keys below to determine which questions you answered correctly and incorrectly.
- Photocopy or tear out the script for Practice Test A or B on pages 106-137 and place it next to the test questions so you can see the 4 answer choices.
- Replay the audio while reading the script to help you recognize words you may not have understood correctly.

## Practice Test A - Answer Key

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

## Practice Test B - Answer Key

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

## Part A

- (man)* Have you seen my calculator? It was right here a minute ago.

*(woman)* Did you look under your book? I'm always losing things that way.

*(narrator)* What does the woman imply?
- (woman)* I really wanna take astronomy, but my courseload this spring is too heavy already.

*(man)* The summer session might be a good idea, since you'll be working on campus anyway.

*(narrator)* What does the man suggest the woman do?
- (man)* Professor Clark, I'd like to repeat the experiment from last class. Is there a possibility I could use the lab over the weekend?

*(woman)* It'll be locked, but you can get the key from the security office. Make sure you return it when you're finished.

*(narrator)* What does the woman imply about the man?
- (woman)* I really like your sweatshirt! I don't think I've ever seen a design like that before.

*(man)* Yeah, it's pretty cool, isn't it? My parents were in Japan last year and brought it back for me.

*(narrator)* What does the man mean?
- (man)* Are you free tonight? I'm meeting a few friends at the restaurant on Main Street.

*(woman)* Oh, I'd love to. But I already have dinner plans for tonight. Another time perhaps.

*(narrator)* What does the woman mean?
- (woman)* I just registered for the research conference—the deadline is tomorrow. It doesn't take long though—you simply go to the conference Web site.

*(man)* I guess I'd better do that today, huh? I have a little time before I teach my next class.

*(narrator)* What can be inferred about the man?

7. (man) That's a great bike! Where'd you get it?  
(woman) You know that sporting goods store on Harrison Street—they've been running tremendous sales all summer!  
(narrator) What does the woman imply?
8. (man) So, how much was your plane ticket?  
(woman) More than I could really afford—I had to dip into my savings.  
(narrator) What does the woman imply?
9. (man) Professor Jones, we had a power failure in my dorm last night, so I wasn't able to finish my paper. Could I hand it in tomorrow?  
(woman) I understand that things sometimes do come up, but I don't make any exceptions. I made that clear in the first class. . . and the library was open till midnight. . .  
(narrator) What does the professor mean?
10. (woman) I'm thinking of moving off-campus next semester, but since I don't have a car, I'd need to stay pretty close by. Any suggestions?  
(man) It just so happens the people who live downstairs from me are moving next month, so their apartment might be available, and it's only a block away from the university. If you're interested, I'll look into it for you.  
(narrator) What can be inferred about the man?
11. (man) What an awful movie! A total waste of time!  
(woman) You can say that again!  
(narrator) What does the woman mean?
12. (woman) I hear your sister got into a prestigious university. I bet she was checking her mail every day for her acceptance letter.  
(man) Yes, she was a little nervous until she found out last week.  
(narrator) What does the man imply about his sister?

- 13.** *(man)* I'm really sorry I'm late for the meeting. My car wouldn't start, and I had to take the bus.
- (woman)* That's okay. We're still waiting for Mark.
- (narrator)* What does the woman imply?
- 14.** *(woman)* Wow, you seem to be in a really good mood today. What's the secret?
- (man)* Dunno. I guess some mornings you wake up feeling great, and some mornings you don't.
- (narrator)* What does the man mean?
- 15.** *(man)* I'd think twice about taking a history class next year. There's not a single good professor in the whole history department.
- (woman)* Look. That's what you said last semester about the sociology department. And I'm very glad I didn't pay any attention to what you said.
- (narrator)* What does the woman mean?
- 16.** *(woman)* I know we're supposed to meet at five in the library, but something came up unexpectedly. Would you mind changing it to six?
- (man)* Not at all. My schedule's very flexible.
- (narrator)* What does the man mean?
- 17.** *(woman)* Can you believe it? A 20-page term paper and a final exam. What does Professor Johnson think? That we don't have any classes but his?
- (man)* Wait a second. I'm sure he said it was either one or the other.
- (narrator)* What does the man imply?
- 18.** *(woman)* I'm really happy I got that athletic scholarship, but I'm embarrassed by the big fuss all my friends are making.
- (man)* Well it is quite an accomplishment. Of course your friends are happy for you!
- (narrator)* What does the man mean?

19. (man) My computer screen is flashing. . . and I can't get it to stop.  
(woman) Oh, a similar thing happened to me the other day. I'll bet together we can figure out what to do.  
(narrator) What will the woman probably do next?
20. (woman) There's quite a crowd at the health center today. I'm surprised so many people are interested in getting a free blood pressure test.  
(man) Come to think of it, I haven't had mine checked in a while. Guess I'll go get in line. . .  
(narrator) What does the man mean?
21. (man) I can't believe I actually graduated and I'm leaving tonight. I enjoyed studying with you this semester.  
(woman) Same here. And hey—don't forget to drop me a line once in a while. Let me know how the new job goes.  
(narrator) What does the woman mean?
22. (man) Look at the fancy pen I just found under this bench. It looks expensive.  
(woman) Oh. So THAT's where it went!  
(narrator) What does the woman imply?
23. (man) I don't know what I was thinking of when I gave you those directions.  
(woman) Oh, don't worry about it. I made it before the conference began. I didn't have to drive *that* much out of my way.  
(narrator) What can be inferred from this conversation?
24. (man) Now that you've had a chance to read our proposal to renovate the campus café, do you think the university will approve it?  
(woman) Actually, I've been so busy, I haven't had a chance to look at it yet.  
(narrator) What does the woman mean?

- 25.** (man) Wow, I've already taken one of those pills for my headache, but it's still bothering me.
- (woman) Well, why not take another? The recommended dose is one or two, depending on how bad it is.
- (narrator) What does the woman suggest the man do?
- 26.** (woman) What's Phil doing here? I thought he was taking the fall semester off.
- (man) Didn't you hear that his parents talked him out of it?
- (narrator) What does the man imply about Phil?
- 27.** (man) A florist told me that if I want to keep flowers looking fresh, I should cut a bit off the stems before putting them in water. I wonder if it really works...
- (woman) Someone told me the same thing and the bouquet I had did last longer. Anyway, it can't hurt, can it?
- (narrator) What does the woman imply?
- 28.** (woman) That was a fascinating lecture, but the questions from the audience afterward were mostly irrelevant to the topic!
- (man) Yes, I totally agree. I would've preferred less of that and more of the speaker.
- (narrator) What does the man imply?
- 29.** (woman) I just found out my dentist retired last month. Do you have one you'd recommend?
- (man) Yeah. In fact, I have a checkup there next week. Say, I've even got his card with me, if you want to wait a minute while I get it out.
- (narrator) What does the man mean?
- 30.** (man) Tomorrow I have my big presentation in anthropology class... I'm really worried about speaking in front of the class.
- (woman) You always say that, and then you always do really well. You have nothing to worry about.
- (narrator) What does the woman imply?

**This is the end of Part A.**

## Part B

**Questions 31 through 34:** Listen to a conversation between two students.

- (*man*)        So how was the singing competition last weekend?
- (*woman*)      You don't wanna know.
- (*man*)        What d'ya mean? Wasn't it near the beach? . . . That should've been fun!
- (*woman*)      It should've been fun, but we only came in second place. . . not only that, but we weren't even really able to enjoy the beach either.
- (*man*)        Hold on—you're upset about finishing second? How many singing groups competed?
- (*woman*)      About 30. I know second place sounds okay, but that's three years in a row we've been in second, and it's the same group that's beaten us three years in a row.
- (*man*)        That's too bad. . . but what about the beach? . . . I ended up spending a lot of time studying in the library. I would have loved to be at the beach swimming in the ocean or playing beach volleyball instead of being stuck in the library studying.
- (*woman*)      Well, it wasn't exactly like that. I had to spend some time studying, too. We really didn't have much free time. We were scheduled almost the whole time—practicing, performing, or watching the competition.
- (*man*)        So you were that busy?
- (*woman*)      Yeah, but y'know the ocean water's still cold, so I don't think we really missed too much.
- (*man*)        Well, maybe you guys should plan to go back when the semester's over.
- (*woman*)      Yep, that's exactly what we have in mind. It should be a lot more fun there when the weather warms up—and we don't have to think about competing.

31. What are the students mainly discussing?
32. What does the woman say about the winners of the competition?
33. How did the man spend his weekend?
34. What does the woman say about her weekend schedule?

**Questions 35 through 37:** Listen to a conversation between a student and an art professor.

- (*woman*) Professor, I really like those sculptures by Brancusi. They have such simple, elegant lines.
- (*man*) Yes, they do.
- (*woman*) Were there any other sculptors doing work like that?
- (*man*) Well, yes, there was a sculptor named Isamu Noguchi. Noguchi actually worked in Brancusi's studio for a time, so Brancusi was one of several important influences on his work.
- (*woman*) Okay...
- (*man*) Noguchi was born in 1904, in California. His mother was an American writer, and his father was a Japanese poet. . . And during his childhood, Noguchi lived in Japan. And when his mother hired a carpenter to build a house there, Noguchi helped out, and in the process came to love working with wood and other natural materials.
- (*woman*) Okay...
- (*man*) Later, he returned to the United States and became an artist, then went to Paris, where he worked for Brancusi.
- (*woman*) So Brancusi taught him the art of sculpting?
- (*man*) Yes—and a commitment to strict economy in his art.
- (*woman*) Economy?
- (*man*) Yes, but not in the usual financial sense. In this case, the term "economy" refers to stripping away unnecessary details, emphasizing the artwork's basic form.
- (*woman*) Oh, okay.
- (*man*) Also, after Noguchi had studied under Brancusi for awhile, he took a trip back to Japan. And on that trip, he studied some traditional Japanese gardens, and he noticed how stone was used to create a very simple, but elegant open space. So these gardens halfway around the world actually shared some of the defining characteristics of Brancusi's sculptures.
- (*woman*) And probably reinforced and, like, further shaped the concept of economy in Noguchi's mind.
- (*man*) Undoubtedly.

- 35. What is the conversation mainly about?
- 36. What kind of work did Noguchi's father do?
- 37. According to the professor, what did Noguchi learn to do when he was a child in Japan?

**This is the end of Part B.**

## Part C

**Questions 38 through 41:** Listen to part of a lecture in a marketing class.

(*man*)

Senses play an important role in consumer decision-making. Shoppers like to... sniff a piece of fish... or listen to a stereo before buying it. But the power of touch was not fully understood by researchers until recently. Evidence is showing that consumers who're able to handle merchandise are more likely to buy it—and pay more for it.

Shoppers touch for various reasons. There's fact-finding touch, like turning a food container to read the list of ingredients; or picking an item up to assess its specific attributes, such as weight, texture, or temperature. There's also touch for its own sake... 'cause it feels nice to, say, run your fingers along a shiny table.

Psychologically, touching an item fosters a sense of ownership, which makes it more difficult to resist buying it. So it makes sense when retailers display sweaters on shelves rather than in protective plastic bags. One unexpected finding of this research is that—in terms of generating sales—imagined touch is just as effective as actual touch. That's good to know if you're writing descriptions of items sold online!

The need to touch varies; shoppers whose need to touch is high... they tend to buy more when touching is encouraged. In one experiment, researchers placed a "Feel the freshness" sign on a fruit display. All shoppers were more likely to touch the fruit when the sign was there than when it wasn't. But shoppers who ranked higher in the need to touch were more likely to buy the fruit they touched.

- 38.** What is the main purpose of the lecture?
- 39.** According to the professor, what psychological feeling do shoppers tend to have when they touch an item of merchandise?
- 40.** What does the professor imply about marketers who sell items online?
- 41.** What does the professor emphasize as an important characteristic of shoppers?

**Questions 42 through 46:** Listen to a part of a talk in a history class.

*(woman)* Let me warn you against a mistake that historians often make—they sometimes assume that people in the past used the same concepts we do.

There's a wonderful example that made news in the history of mathematics a while ago. It concerns an ancient Mesopotamian tablet that had some calculations on it—sophisticated calculations that looked like measurements of triangles...so that's what many historians assumed they were. And if the Mesopotamians knew how to use these calculations—and historians started thinking that they did—that meant their math was incredibly advanced.

Well, it turns out that the idea that Mesopotamians used sophisticated methods to calculate the measurements of triangles is probably wrong. Why do we think that? Because we discovered that Mesopotamians didn't know how to measure angles, which is a crucial element in the whole process of triangle calculations. Apparently the Mesopotamians had a number of other uses for the calculations on the tablet. These other uses were important, but they were not related to triangles. And so these tablets, in all likelihood, were practice sheets, if you like, for doing math exercises. In all likelihood, it was the ancient Greeks who first calculated the measurements of triangles. And this was hundreds of years after the Mesopotamians.

42. What is the main purpose of the talk?
43. What was on the Mesopotamian tablet mentioned in the talk?
44. According to the professor, what had been assumed about the Mesopotamians?
45. According to the professor, how was the tablet most likely used by the Mesopotamians?
46. What does the professor imply about the ancient Greeks?

**Questions 47 through 50:** Listen to part of a talk in a biology class.

*(woman)* A really surprising discovery was made up in Canada recently. . . some fossilized animal footprints they found in some sandstone there. So, why's that exciting? Well, this sandstone is really old, and so the footprints are too—older, by about 40 million years they think, than any footprints ever found. . . of animals that walked on land. Since we believe that land animals originally emerged from the sea, well, this shows the move from sea to land happened way earlier than we thought—40 million years earlier—and that's a lot.

And finding these fossils was sheer luck. There were these Canadian stonecutters cutting up sandstone to use as a building material, and apparently this stone with the fossil prints wasn't smooth enough to use. So the workers rejected it for building use, and the discarded stone lay there for years before anyone who could recognize its true importance. . . was lucky enough to lay eyes on it.

Now how do we know these impressions were made by animals on land—not still back in the sea, walking on the seafloor? Well, the footprints look too deep to be made underwater. . . 'cause underwater you're buoyant and your footsteps're lighter. So any tracks wouldn't be as deep.

But how could sea animals end up doing better by moving onto land? Well, the sea was full of dangerous predators that would attack their young. So one theory is that land offered them a safer place to reproduce—a greater chance to have their young survive.

- 47. What is the talk mainly about?
- 48. According to the professor, what question does the discovery in Canada help answer?
- 49. Why does the professor mention stonecutters?
- 50. What evidence is given to show whether the footprints were made by animals on land or underwater?

**This is the end of Section 1, Listening Comprehension.  
Stop work on Section 1.**

## Part A

- 1.** (woman) Hey, you look like you could use a study break. Wanna grab a coffee?

(man) Why not? Life's too short to stay in the library all day.

(narrator) What does the man mean?
- 2.** (man) You don't know if Mary's going to the concert tonight, do you? I could really use a ride.

(woman) No, but I can get her number for you.

(narrator) What does the woman imply?
- 3.** (woman) Daniel, is that you? Your hair's so short! I wouldn't have recognized you, except for your jacket and glasses!

(man) All my friends are telling me that. You're the third one today.

(narrator) What can be inferred about the man?
- 4.** (man) The library's closed already? It's only five o'clock.

(woman) I guess with so few students around in the summer there isn't the demand.

(narrator) What does the woman mean?
- 5.** (woman) Do you think that Professor Monroe would let me interview her? I'm writing an article for the newspaper on campus research projects.

(man) Why not? I mean, she loves discussing her research.

(narrator) What does the man mean?
- 6.** (man) Oh, I'm sorry. I just realized that I forgot to bring the headphones you lent me. I left them back at my dorm.

(woman) That's all right. I won't need them until tonight. As long as I've got 'em by then.

(narrator) What does the woman imply about the headphones?

7. (man) You're joining us for dinner tonight, aren't you?  
(woman) Oh, I'm really sorry, but I had the wrong date for my geometry test. I just found out it's tomorrow and I need all the time I can get to prepare.  
(narrator) What does the woman imply?
8. (man) Hey, you wouldn't happen to have any spare cash, would ya? I left this morning without my wallet.  
(woman) I just cashed my paycheck, so it's no problem. . . s'long as I get my money back.  
(narrator) What will the woman probably do next?
9. (woman) No way I'm gonna be ready to give my speech tomorrow.  
(man) You'd better be ready. It's a big part of the grade for the course.  
(narrator) What does the man imply?
10. (man) I spent my summer vacation up north, in Montana . . . the view of the mountains there is so beautiful. I think it'd be great to live there all year round!  
(woman) You've gotta be kidding! I'm from there and believe me, in the winter-time it's so cold out, you couldn't care less about the scenery!  
(narrator) What does the woman mean?
11. (man) There's so much stress at this time of the year. How do you manage to stay so calm?  
(woman) Well, the truth is, I only look like I've got it all under control.  
(narrator) What does the woman mean?
12. (woman) What do you think? Should I buy this mobile phone? It has some amazing features.  
(man) Yeah, but you said you don't use most of the features on the phone you have. . .  
(narrator) What does the man imply?

- 13.** (*woman*) I just went to the campus bookstore to buy my books for next semester, but there were like a hundred people waiting in line.
- (*man*) You know, you can order most of the textbooks online. . . and sometimes there's a discount.
- (*narrator*) What does the man imply?
- 14.** (*man*) I was just offered that teaching job in Canada.
- (*woman*) You've been talking about this forever! I'm thrilled for you.
- (*narrator*) What does the woman imply the man should do?
- 15.** (*man*) I just ran into your brother a few minutes ago and he was looking a little down. Is he OK?
- (*woman*) Oh, he'll be fine. . . It's something about a good friend of his. . . The two of them just had a falling out, that's all.
- (*narrator*) What does the woman say about her brother?
- 16.** (*woman*) Excuse me. I think you're in the wrong spot. Professor Carter gave us assigned seats on the first day of class, remember?
- (*man*) Oh, right—I forgot . . . Sorry.
- (*narrator*) What can be inferred from the conversation?
- 17.** (*man*) Are you feeling better about that summer job? You said it was really difficult work.
- (*woman*) Yeah, now that I've learned the ropes, it's great. It was stressful at first 'cuz I didn't know what I was doing.
- (*narrator*) What does the woman mean?
- 18.** (*woman*) Peter had us all laughing at lunch today. I didn't know he was so funny.
- (*man*) I guess you haven't been around him very much.
- (*narrator*) What does the man imply?

- 19.** *(man)* Why don't you all go to the movie without me? It's pouring out and I don't have my umbrella.
- (woman)* You know, I've got an extra one back in my dorm room. It's just the next building over.
- (narrator)* What will the woman probably do?
- 20.** *(man)* Do you think they could use any more help at the bookstore? I could really use a little extra cash.
- (woman)* No, 'fraid not. But you know what? I saw a new Help Wanted sign at the cafeteria this morning...
- (narrator)* What does the woman imply?
- 21.** *(woman)* Well, one month to go 'til my trip to Mexico. I just need to apply for my passport and I'll be ready.
- (man)* It took me almost a month to get mine last year, so I'd get moving on it if I were you.
- (narrator)* What does the man mean?
- 22.** *(woman)* Oh... doing these lab reports takes so much time; I can't believe that they're only worth 15 percent of our grade for the course!
- (man)* Definitely. They should be more like 25 or 30 percent. You know, I have an appointment with Professor Curtis during her office hours this week; I think I'll bring it up with her then.
- (narrator)* What will the man probably do?
- 23.** *(man)* Did you know that the bakery went out of business? I wonder if it has anything to do with that new coffee shop across the street.
- (woman)* I think so—the last time I was at the bakery the owner told me that sales had really dropped since the coffee shop opened.
- (narrator)* What does the woman imply about the bakery?

- 24.** *(woman)* 'Ya know, I grew up in a small town, where everybody knows everybody.
- (man)* Me too, and I couldn't wait to move to the city.
- (narrator)* What does the man imply?
- 25.** *(man)* I'm really sorry, but I won't be able to make it to your play. Do you know of anyone who could use my ticket?
- (woman)* Are you giving it away, or . . . ?
- (narrator)* What does the woman want to know?
- 26.** *(man)* I was keeping my fingers crossed I'd be spared till after final exams, but I woke up with a sore throat this morning.
- (woman)* Sorry to hear. I've been lucky so far -- I'm usually the first to catch whatever's going around.
- (narrator)* What does the woman mean?
- 27.** *(woman)* I'm thinking about taking a sightseeing tour on that ferryboat that goes around the harbor. . .
- (man)* It can be a bit windy out on the water, but you'll get a really great view of the skyline--you can't get that on a bus!
- (narrator)* What does the man mean?
- 28.** *(woman)* Wow. All that effort inviting people to audition for our show, and only five people turn up, including you and me!
- (man)* How were we supposed to know we were going to get our first snowstorm of the season today?
- (narrator)* What does the man mean?
- 29.** *(woman)* If you're planning to take the train when you leave next Friday, remember that I drive right past the station on my way home from campus.
- (man)* Say, I think I'll take you up on that.
- (narrator)* What will the man probably do next Friday?

30. *(man)* I'm still having a problem with this lamp. Every other day the lightbulb burns out. Maybe I should take it back.
- (woman)* Definitely, if you still have the receipt.
- (narrator)* What does the woman imply the man should do?

**This is the end of Part A.**

## Part B

**Questions 31 through 34:** Listen to a conversation between two friends.

- (*man*) What happened to you today?
- (*woman*) I went to the Bard Music Festival in downtown New York. I listened to a really nice concert.
- (*man*) Really, whose music were they playing?
- (*woman*) Joseph Haydn's. It was so beautiful I was humming the music to myself all the way home on the train. What time is it anyway? It must be getting late.
- (*man*) 7 o'clock. Did you forget? We were supposed to meet the other members of the computer science club this afternoon.
- (*woman*) Oh, I'm sorry. It completely slipped my mind.
- (*man*) Sally was going to show me a software program she bought. I wanted to see it.
- (*woman*) Why didn't you go?
- (*man*) Well, I was waiting for you—like we planned. And before I knew it, it was too late. But, forget it. The concert was probably more interesting.
- (*woman*) My favorite piece was Haydn's Baryton Trio No. 97. The baryton's an old type of stringed instrument. It's unusual in that it has two sets of strings. One set you play with a bow like a violin; the other set you can pluck with your fingers. The balance of the plucking and bowing was beautiful.
- (*man*) I've listened to several of Haydn's symphonies before. I have a couple of them on CD's.
- (*woman*) You do? I'd like to borrow them sometime, if you don't mind.
- (*man*) If I can find them, sure. My CD collection's stuffed away somewhere.
- (*woman*) I wish I could get a CD of the baryton trio I heard.
- (*man*) Well, we've still got some time before the mall closes. Why don't we check to see if the music shop's got it?
- (*woman*) All right.

31. What is the conversation mainly about?
32. Why did the woman apologize to the man?
33. What is unusual about the baryton?
34. What does the woman want to borrow from the man?

**Questions 35 through 37:** Listen to part of a conversation between a student and her professor.

- (woman)* Professor Robbins, today in class you said that polarized light pollution endangers wildlife. But I'm not sure what polarized light pollution is. Is it different than light from streetlights? I mean, I know that can cause problems for animals.
- (man)* Well, streetlight's a form of direct light, which is different from polarized light. Let me explain. Light from the Sun vibrates in all possible directions, but after it bounces off a smooth, flat surface—like water—it only vibrates in one direction--horizontally. The light's become polarized. And the eyes of many animals can detect this kind of light--they use it for navigation, to find a body of water for breeding or feeding. Unfortunately, they also get the same cues from artificial surfaces like roads or glass buildings.
- (woman)* So animals might think they're heading toward water, but they're not.
- (man)* Exactly. And any surface that reflects light—cars, plastic sheeting—they're all a problem.
- (woman)* But there has to be a solution, right? Why not paint the road or something, to reduce the reflection from the surface?
- (man)* Researchers have suggested that. They've also suggested hanging curtains in windows or using less reflective materials in building construction. But even that wouldn't totally solve the problem. For example, if you have transparent plastic bags floating in the ocean, when the sunlight passing through them becomes polarized, it makes the plastic appear, to some sea turtles, very similar to the prey they would ordinarily feed on.

- 35. What are the speakers mainly discussing?
- 36. What does the professor imply about polarized light that occurs in nature?
- 37. According to the professor, how do glass buildings affect wildlife?

**This is the end of Part B.**

## Part C

**Questions 38 through 41:** Listen to part of a lecture in a developmental psychology class.

(*woman*) Developmental psychologists study people as they age and develop... so... the obvious research approach would be to study a group of participants over several years, right?

This is called a longitudinal study... where we observe the same participants repeatedly, over time. For example: Suppose you want to study shyness in children—to see... say... if children who are shy at age three become less shy as they grow. Well... you'd start with some 3 year olds... and observe them at various times over several years. Now, here we're faced with some practical issues. Such research takes years to complete. Will researchers be available that long? What about the participants? Will they be available the whole time? How big a group do you need to start with to ensure there'll be enough participants at the end of the study?

There're two other research approaches: the cross-sectional study and the cohort study. The cross-sectional study observes children of different ages at a single point in time. So back to our study of shyness in children: A cross-sectional approach would ask a different question... something like, "Is the average 3 year old shyer than the average 6 year old?" This is research you could conduct in a limited period of time. But remember: the approach you use—longitudinal or cross-sectional—affects the focus and the design of your study.

This is also true of the third approach, the cohort approach. Children born in the same year are called cohorts. Let's see how this approach would work in our shyness study.

- 38.** What does the professor mainly discuss?
- 39.** What question is investigated by the research studies that the professor describes?
- 40.** What is one of the problems with longitudinal studies that the professor mentions?
- 41.** How would a cross-sectional study observe children?

**Questions 42 through 46:** Listen to part of a lecture in a geoscience class.

(*man*)

Gravity is not constant on Earth. One way it varies is with Earth's mass in a particular location. For example, an area with greater mass—like a mountain range—well, gravity will be stronger there. These anomalies. . . these differences in gravity from place to place are measured by highly accurate instruments on a pair of satellites. These instruments generate what're called "gravity anomaly maps."

Gravity anomaly maps show, as I said, that gravity is strongest over mountain ranges. And it's weaker over places like depressions in the Earth's surface, or over water-filled areas like oceans or aquifers. Aquifers are underground formations that hold water, and are often the main source of water for people across large geographical areas.

Gravity over most types of rock is pretty stable, but it fluctuates over water because water volumes vary as a result of evaporation, precipitation, and human activity. For instance, gravity anomaly maps show that aquifers supplying California's agricultural region are shrinking; underground water's being used for irrigation and human consumption faster than it can be replenished by rainwater or melting snow.

By precisely measuring tiny gravitational changes over an aquifer on a monthly basis, the satellites tell us when an aquifer is at risk of going dry. Then water-conservation efforts can be put in place to reduce the amount of water being taken out of the aquifer.

Similarly, gravity anomaly maps can reveal information about Earth's changing climate. For example, changes in sea level can be seen in minute gravitational fluctuations.

- 42. What does the professor mainly discuss?
- 43. What does the professor emphasize about the instruments on the satellites he mentions?
- 44. According to the professor, where is Earth's gravitational force the strongest?
- 45. What do gravity anomaly maps indicate about California's agricultural region?
- 46. What does the professor say about climate change?

**Questions 47 through 50:** Listen to part of a talk in a United States history class.

*(woman)* While we're on the topic of things that technology has made obsolete, I'd like to spend a few minutes on the ice industry-- one of the major industries in the United States in the 1800s.

Now, before refrigerators came into common use, people in rural areas often had a well or a springhouse to keep perishable foods fresh. We're all too young to have used one, but a springhouse was a small building that people would build over a spring. Farm families back then would rely on cold water from the spring to help keep dairy products or meat cool.

But people in cities would have iceboxes instead. And they'd buy blocks of ice to put in these iceboxes. And then they'd pack all their milk or meat inside, to keep it fresh. So until refrigerators made it obsolete, the ice industry supplied city dwellers with these blocks of ice.

Now, by 1800, people had learned how to harvest blocks of ice from lakes and ponds, and later to cover this ice with hay and store it in icehouses. These icehouses were enormous -- among the largest structures anywhere in the country at that time. Icehouses were so important that they often had railroad tracks going right up next to them. In addition to being transported by train, ice was delivered by ship all along the east coast or further inland by canal boat. Eventually, the industry supplied blocks of ice to almost anyplace in the country where people could afford such a luxury.

- 47. What is the talk mainly about?
- 48. What does the speaker imply about springhouses?
- 49. According to the speaker, what made the ice industry obsolete?
- 50. What was the purpose of an icebox?

**This is the end of Section 1, Listening Comprehension.  
Stop work on Section 1.**

# *Scoring Information*

# How to Score the Practice Tests

Use the appropriate answer key on pages 104-105 to determine which questions you answered correctly and incorrectly. Count the number of correct answers in each section and write the number in the appropriate box below.

|           | Test A | Test B |
|-----------|--------|--------|
| Section 1 |        |        |
| Section 2 |        |        |
| Section 3 |        |        |

The number of correct answers for each section is your “number-right” score for that section. When you have written your number-right scores for all sections in the boxes, look at the Converted Score chart on page 141.

For this chart, a unique table was developed for each section of the Practice Tests to convert number-right scores to scaled scores. A “scaled” score has been adjusted to account for any difference in difficulty between editions of the test. This allows score comparison regardless of which test form is used.

The first column of the chart gives ranges of number-right scores. The second, third and fourth columns give ranges of converted scores.

In the column marked “Number-Right Score Range,” find the score range that includes your number-right score for Section 1. In the column marked “Section 1 Converted Score,” find the range of converted scores for your number-right score. Write your converted score range for Section 1 in the appropriate box below. Do the same for your number-right scores for Section 2 and Section 3.

|           | Test A | Test B |
|-----------|--------|--------|
| Section 1 |        |        |
| Section 2 |        |        |
| Section 3 |        |        |

When you have entered your ranges of converted scores for all 3 sections, add the first (or lower) number of each of the 3 section score ranges together. Do the same for the last (or higher) numbers. This will give you the converted score ranges for the 3 sections of each Practice Test.

## Example of Score Calculation

Suppose the number-right scores for the 3 sections in Practice Test A are: Section 1-28, Section 2-30, Section 3-39. First, find the number-right range for each obtained score (first column in the table); then find and record the corresponding converted score range.

**Converted Score Ranges**

|           |  |           |  |           |
|-----------|--|-----------|--|-----------|
| Section 1 |  | Section 2 |  | Section 3 |
| 48-49     |  | 56-58     |  | 57-58     |

Add together the lower numbers of the 3 converted score ranges.

$$48 + 56 + 57 = 161$$

Next, add the higher numbers of the converted score ranges.

$$49 + 58 + 58 = 165$$

The range of the sum of the converted scores for the 3 sections is 161-165.

Now multiply each number in this range by  $10/3$ .

$$161 \times 10/3 = 536.67 = 537$$

$$165 \times 10/3 = 550.00 = 550$$

When multiplication by  $10/3$  results in a decimal value of .33, round down to the nearest whole number. Round up to the nearest whole number if multiplication by  $10/3$  results in a decimal value of .66.

**The total (converted) score range is 537-550.**

## Converted Score Ranges

| Number-Right<br>Score Range | Section 1<br>Converted Score | Section 2<br>Converted Score | Section 3<br>Converted Score |
|-----------------------------|------------------------------|------------------------------|------------------------------|
| 48-50                       | 64-68                        |                              | 65-67                        |
| 45-47                       | 59-62                        |                              | 62-64                        |
| 42-44                       | 56-58                        |                              | 59-61                        |
| 39-41                       | 54-56                        |                              | 57-58                        |
| 36-38                       | 52-54                        | 63-68                        | 55-56                        |
| 33-35                       | 51-52                        | 59-61                        | 53-54                        |
| 30-32                       | 49-50                        | 56-58                        | 51-52                        |
| 27-29                       | 48-49                        | 53-55                        | 49-50                        |
| 24-26                       | 46-47                        | 50-52                        | 47-48                        |
| 21-23                       | 45-46                        | 48-49                        | 44-46                        |
| 18-20                       | 43-44                        | 45-47                        | 41-43                        |
| 15-17                       | 40-42                        | 42-44                        | 37-40                        |
| 12-14                       | 36-39                        | 38-40                        | 31-35                        |
| 9-11                        | 32-33                        | 32-36                        | 31                           |
| 0-8                         | 31                           | 31                           | 31                           |

Remember, people perform differently at different times and in different situations. It is possible that when you take the actual test, your scores may be higher or lower than the scores you earn on the Practice Tests. This is because you take the Practice Tests under different circumstances than those you will experience when you take the actual test.

### Acceptable Scores

Each institution or school that administers *TOEFL ITP*® tests determines for itself what scores, or ranges of scores, are acceptable. There are no passing or failing scores set by ETS.







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