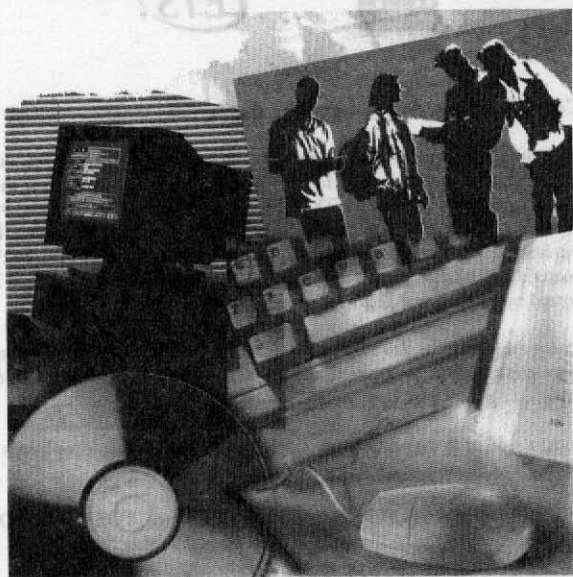


Test of English as a Foreign Language

TOEFL[®]



Test Preparation Kit Workbook

Before you begin to prepare to take the TOEFL[®] test, you should remember one very important fact about learning a foreign language — it takes time, study, and practice.

Although working with the questions in this workbook may certainly help you on the TOEFL test, knowledge of these questions will not necessarily guarantee you a high score. The best way to improve your general ability to understand and use the English language is through a regular program of language study.



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The TOEFL program does not operate, endorse, or recommend any schools or study materials that claim to prepare people for the TOEFL test in a short time or that promise them high scores on the test. The *TOEFL Test Preparation Kit*, *Sample Test*, *Practice Tests*, and *Information Bulletin* are the only materials published by the TOEFL program to help prepare persons planning to take the paper-based TOEFL test*. Use of these materials by a school does not mean that the school or study program has been endorsed by Educational Testing Service (ETS).

Some of the materials in the *Test Preparation Kit* have been adapted from previously published articles or books. To make this material suitable for study purposes, the length and wording may have been altered somewhat.

The ideas expressed in this workbook do not necessarily represent the opinions of the TOEFL Board or Educational Testing Service.

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*In most areas of the world, the TOEFL test will be administered on computer. For more information, see page 7.

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Unit **A**

Introduction

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Read the important information on page 7 before you begin practicing for the test.

Important Message

The TOEFL test is administered under two different testing programs:

- **paper-based** (marking your choices on a paper answer sheet)
- **computer-based** (selecting your answer choices on a computer screen)

It is very important that you know which program you will be testing under — **computer** or **paper**. The **TOEFL Information Bulletin** for your country or area will describe the program used at the center where you plan to take the test. Information can also be found on the TOEFL Web site at

<http://www.toefl.org>

The materials in the **TOEFL Test Preparation Kit** will help you become familiar with both the computer and paper testing formats.

- ▶ Use the materials in the **TOEFL Test Preparation Workbook** to learn about
 - the directions for the **paper** test and the question types that will be used
 - the time allotted for each section of the test
 - marking your answers correctly on a multiple-choice answer sheet
- ▶ Use the **TOEFL Sampler** (CD-ROM) to
 - become familiar with the **computer-based** testing program, including new question types
 - learn how to use a mouse (clicking and pointing)
 - practice scrolling (moving information on the screen)
 - use the testing tools
 - answer sample questions in the Listening, Structure, and Reading sections of the computer-based test
 - practice taking the essay portion of the test

Note: Many of the question types used in the computer-based test will be the same as those in the paper-based test. Using the exercises in the **Test Preparation Workbook** will help you prepare for taking TOEFL in either format.



About the TOEFL Test

What is TOEFL?

“TOEFL” stands for the Test of English as a Foreign Language, which is used to measure English language proficiency. If you are applying to a North American college or university, your TOEFL scores will help the admissions staff determine if your skills in English are adequate for enrollment into the program of study you have selected.

Who is required to take the TOEFL test?

If your first or native language is NOT English, it is likely that you will be required by the college or university to take this test. However, you should check with each institution to which you are applying for admission. Some individuals may be exempt. For instance, TOEFL scores may not be necessary if you

- hold a degree or diploma from an institution in an English-speaking country
- are transferring from an institution in an English-speaking country
- have successfully completed at least two years of college-level work in an English-speaking country with English as the language of instruction
- have completed English as a second language (ESL) instruction at an English language institute
- are from a country in which English is an official language but not necessarily the language of instruction

How is the TOEFL test used in the admissions process?

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. Often your field of study and whether you are applying as an undergraduate or graduate student will determine what TOEFL scores you need.

Is there a minimum acceptable score?

Each institution that uses TOEFL scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on such factors as the applicant's field of study, the level of study (graduate or undergraduate), whether the applicant will be a teaching assistant, and whether the institution offers special ESL courses. In general, a total score of

600 or above on the paper-based TOEFL test is regarded as quite good and a score below 400 is considered poor. However, the acceptability of any score depends on the requirements of the institution to which you have applied. (See page 394 for additional information.)

How do I register for the TOEFL test?

The TOEFL *Information Bulletin* contains all the information you need to register for the test. Copies of the *Bulletin* are usually available at United States educational commissions and foundations, United States Information Service (USIS) offices, binational centers, and some private educational organizations. The *Bulletin* is a free publication. It is not for sale.

Will I be able to take either the paper-based test or the computer-based test?

No, that option will not be available. Once the computer-based TOEFL test becomes operational in a country, the paper test will no longer be administered there. To determine which test — **computer** or **paper** — will be used in your country or area, see the TOEFL *Information Bulletin* or Web site (<http://www.toefl.org>).

Where can I take the test?

- The **paper-based test** is given at centers established for testing purposes by Educational Testing Service (ETS). The actual number of administrations at any one center in a given country or area is scheduled according to demand and the availability of space and supervisory staff. Registration must be closed well in advance of each test date to ensure the delivery of materials to test centers. Registration deadline dates are about seven weeks before the test dates.
- The **computer-based test** will be administered at computer centers in designated testing centers around the world. Scheduling an appointment to take the TOEFL test will be based on availability of space and hours the center is open.

See the TOEFL *Information Bulletin* or Web site (<http://www.toefl.org>) for centers scheduled to be open in your area.

What will I need to be admitted to the test center?

You will be required to show proof of your identity, such as a passport.

- For the **paper-based test**, you must also give the test center supervisor an admission ticket with a recent photograph of yourself attached to it (see page 396).
- If you take the **computer-based test**, your photograph will be taken at the test center.

When will my test scores be mailed?

- For the **paper-based test**, scores will be mailed about one month after the test date.
- For the **computer-based test**, scores will be mailed 10-15 days after the test date.

600 or above on the paper-based TOEFL test is regarded as quite good and a score below 400 is considered poor. However, the acceptability of any score depends on the requirements of the institution to which you have applied. (See page 394 for additional information.)

How do I register for the TOEFL tests?

The TOEFL Information Bulletin contains all the information you need to register for the test. Copies of the Bulletin are usually available at United States educational commissions and foundations, United States Information Service (USIS), other binational centers and some private educational organizations. The Bulletin is a free publication. It is not for sale.

Will I be able to take either the paper-based test or the computer-based test?

Please Note:

The material in this workbook is related to the paper-based TOEFL test (see important message on page 7). While reviewing the test materials on these pages will be helpful to anyone taking the computer-based test (CBT), it is important that CBT test takers also study the tutorials and sample questions in the *TOEFL Sampler* (CD-ROM) included in the *Test Preparation Kit*.

See the TOEFL Information Bulletin or Web site (<http://www.toefl.org>) for centers scheduled to be open in your area.

What will I need to be admitted to the test center?

- You will be required to show proof of your identity, such as a passport.
- For the paper-based test, you must also give the test center supervisor an admission ticket with a recent photograph of yourself attached to it (see page 395).
 - If you take the computer-based test, your photograph will be taken at the test center.

When will my test scores be mailed?

- For the paper-based test, scores will be mailed about one month after the test date.
- For the computer-based test, scores will be mailed 10-12 days after the test date.



Description of the Paper-Based Test

Material for the TOEFL test is produced by test specialists at Educational Testing Service who have extensive experience both teaching English to nonnative speakers and writing test questions. Each question in a test is checked many times according to established ETS procedures for accuracy, authenticity, difficulty, and fairness. All questions are administered to a representative sample of test takers and analyzed before they are included in a test and counted as part of a reported score. Each test edition as a whole is reviewed to ensure that material from a variety of academic areas has been presented, that the test is no more or no less difficult than other editions of the test, and that the test is free of any language, symbols, references, or content that might be considered offensive or inappropriate.

Each edition of the TOEFL test consists of four separately timed sections.

- **Section 1 – Listening Comprehension** measures the ability to understand conversations and talks in English. The recorded material in this section is similar to what you might hear at a North American college or university. The language includes vocabulary and idiomatic expressions common to English as spoken in North America, as well as special grammatical constructions used in speech.
- **Section 2 – Structure and Written Expression** measures the ability to recognize grammatical structures and word usage of standard written English as used in colleges and universities in North America.
- **Section 3 – Reading Comprehension** measures the ability to read and understand short passages that are similar in topic and style to those that students are likely to encounter in North American colleges and universities. This section contains reading passages and questions about the passages. The questions test information that is stated in or implied by the passage, as well as knowledge of some of the specific words. Because many English words have more than one meaning, it is important to remember that these questions will test the meaning of a word or phrase within the context of a passage.

The questions in each section are in multiple-choice format with four answer choices per question. All responses are marked on answer sheets that are machine scored.

The total test time is approximately three hours, including the Test of Written English. However, approximately four hours are needed for a test administration to allow time for admitting examinees to the testing room, giving examinees time to enter identifying information on answer sheets, and distributing and collecting the test materials. (**Note:** The actual length of the test will vary from one test administration to another.)

Unit B describes the three sections of the test and gives you an opportunity to practice the kinds of questions contained in them.

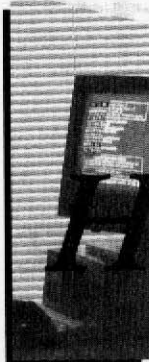
- **Section 4 – Test of Written English (TWE)** consists of a short essay to demonstrate the examinee's ability to write in English. This includes the ability to generate and organize ideas, to support those ideas with examples or evidence, and to compose in standard written English in response to an assigned topic. For the TWE, examinees have 30 minutes to write an essay on the one topic printed in the TWE test book. It is recommended that examinees plan to take at least 20 minutes to write the essay after reading the instructions and making notes.



Unit **B**

Practice Sections

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Answer Key	54
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Answer Sheet	57
Directions and Practice Questions . .	61
Review Material	72
Answer Key	76



How to Use the Practice Sections

The purpose of Unit B is to help you to become familiar with the types of questions in each section of the test and the rate at which you will need to answer them. You will also be able to practice filling in your answer choices on a multiple-choice answer sheet.

Although you may work with the material in Unit B in any order you wish, you might find it most helpful to work through the three practice sections before you try taking the practice tests in Unit C.

Practice sections 1, 2, and 3 correspond to the three sections of the paper-based TOEFL test. Each section has different types of questions, and each has a time limit to complete:

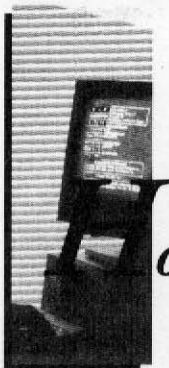
		Approximately
Section 1 – Listening Comprehension	50 questions	35 minutes
Section 2 – Structure and Written Expression	40 questions	25 minutes
Section 3 – Reading Comprehension	50 questions	55 minutes

Before you begin:

- Find a quiet location where you can work without interruption.
- Plan to use the recommended amount of time for each practice section.
- Have two sharpened black lead pencils and an eraser.
- Test your cassette player to be sure it works properly.
- Remove any dictionaries, study materials, note paper, and food from your work area.

Some of the questions are 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. **When taking the actual test, it is to your advantage to answer every question, even if you have to guess.**

Try to work on the material in this workbook the same way you would if you were taking an actual TOEFL test. Work rapidly but carefully as you go through each practice section. Do not spend too much time on any one question. You should not use note paper or write or make any marks on the test question pages of your workbook.



How to Mark Your TOEFL Answer Sheet

There are two versions of the TOEFL answer sheet — horizontal and vertical. On the day of the actual test, you will receive only one version of the answer sheet.

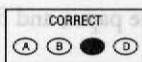
In this workbook, two answer sheets are provided so that you can practice using both the horizontal and vertical versions.

When you mark your answers on the answer sheet:

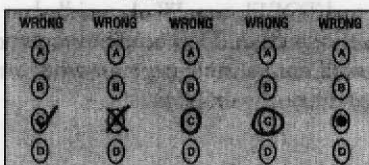
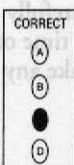
- Use a medium-soft black lead pencil.
- Mark **only one** answer to each question.
- Mark your answer in the row with the same number as the question you are answering.
- Fill in the oval corresponding to the answer you choose with a dark mark so you cannot see the letter inside. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer. Then mark your new answer choice in the appropriate oval. It is important that you mark your answers carefully. The machine that will scan the answer sheet you mark on the day of the test may not be able to read light or partial marks.

The examples below show you the correct way and wrong way to mark each version of the answer sheet.

Horizontal



Vertical





Practice Section

1

Listening Comprehension

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Answer Sheet	21
Directions and Practice Questions	25
Review Material	31
Answer Key	32
Listening Comprehension Script	33



Description of Section 1 of the Test

Section 1, Listening Comprehension, is designed to test your ability to understand English as it is spoken in North America. There are three parts to this section.

Part A

In Part A, you will hear short conversations between two people. After each conversation, a third person will ask a question about what was stated or implied in the conversation.

The topics of the conversations are relevant to student life on campus, such as returning a book to the library, asking about a homework assignment, or taking a bus to class.

The people in the conversations have many different purposes for speaking to each other. For example, in one conversation someone may be apologizing, in another someone might be giving advice, and in another someone might be asking for information.

Some of the questions about the conversations require you to choose a paraphrase of what the speakers said. Other questions ask you to make an inference based on what the speaker said.

Parts B and C

In Parts B and C, you will hear conversations and talks of up to two minutes in length. The factual information in the conversations and talks is general in nature.

The conversations in Part B are about a variety of topics common to the everyday life of young adults enrolled in a university. For example, two students may be talking about completing a research paper on time, getting notes from a missed lecture, or buying an airplane ticket.

The talks in Part C are about a variety of topics, similar to what you might hear in a classroom lecture, on a radio, or in a museum. For example, one talk might be about a radio program on a recent scientific discovery, another might be a museum guide talking about an exhibit, and another might be a student presentation about an event in history.

In Parts B and C, after each conversation or talk, another person will ask several questions about it. The questions will be about information that was stated or implied in the conversation or talk.

Some questions ask what the speakers are mainly discussing or what the purpose of the talk is. Some questions ask about important details in the conversation or talk. Other questions require examinees to make inferences about the speakers' roles or the relationship of a speaker to the audience.

The conversations and talks and the questions about them are spoken only one time and are not printed in your workbook. For each question, read the four possible answer choices printed in the workbook, choose the best answer, and mark the corresponding letter on your practice answer sheet for Section 1.

- Put the cassette in your player so the words "Practice Section 1" face up.
 - Remove the answer sheet for Practice Section 1 (page 21) from the workbook.
 - Place the workbook opened to "Directions and Practice Questions" (page 22) and the answer sheet in front of you.
 - When you start the cassette recording, listen to the directions and follow the instructions you hear. The speaker will tell you when to start and stop. You should not reply any portion of the recording before you choose an answer. During the actual test, information is not repeated.
- Note: Sometimes during the shipping process the tape in the cassette housing shifts and gets stuck. To "unstick" the tape, remove the cassette from your player and tap the cassette several times firmly against the palm of your hand or a flat surface, like a desk.
- Mark your answers to the questions on the answer sheet. Remember, mark only one answer to each question.
- Some of the questions are harder than others. 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.
- When you are ready to begin, turn on your cassette player and follow the directions as they are read to you.



How to Work on Practice Section 1

To start Practice Section 1, follow these instructions:

- Put the cassette in your player so the words "Practice Section 1" face up.
- Remove the answer sheet for Practice Section 1 (page 21) from the workbook.
- Place the workbook, opened to "Directions and Practice Questions" (page 25), and the answer sheet in front of you.
- When you start the cassette recording, listen to the directions and follow the instructions you hear. The speaker will tell you when to start and stop. You should not replay any portion of the recording before you choose an answer. During the actual test, information is not repeated.

Note: Sometimes during the shipping process the tape in the cassette housing shifts and gets stuck. To "unstick" the tape, remove the cassette from your player and slap the cassette several times firmly against the palm of your hand or a flat surface, like a desk.

- Mark your answers to the questions on the answer sheet. Remember, mark **only one answer to each question.**

Some of the questions are harder than others. 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.

When you are ready to begin, turn on your cassette player and follow the directions as they are read to you.



Answer Sheet

Practice Section 1

Before you begin, be sure you have read "How to Mark Your TOEFL Answer Sheet" on page 16.

Vertical Format

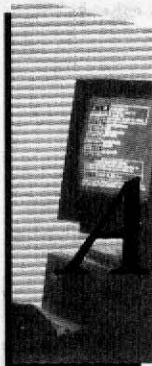
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)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

Detach here.

When you have completed the questions in Practice Section 1, read "Review Material" on page 31.



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Answer Sheet

Practice Section 1

Horizontal Format

Detach here.

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



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Directions and Practice Questions

The directions and practice questions that follow are similar to those found in an actual TOEFL test.

Practice Section 1 Listening Comprehension

In the Listening Comprehension section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. Answer all the questions on the basis of what is stated or implied by the speakers you hear. When you take the actual TOEFL test, you will not be allowed to take notes or write in your test book. Try to work on the practice exercises for Parts A, B, and C of Practice Section 1 in the same way.

Part A

Directions: In Part A you will hear short conversations between two 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 four possible answers in your workbook 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.

Listen to an example.

On the recording, you will hear:

- (woman) *I don't like this painting very much.*
(man) *Neither do I.*
(narrator) *What does the man mean?*

In your workbook, you will read:

- (A) He doesn't like the painting either.
(B) He doesn't know how to paint.
(C) He doesn't have any paintings.
(D) He doesn't 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 doesn't like the painting either." Therefore, the correct choice is (A).

Sample Answer

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

Wait

1. (A) Turn up the volume.
(B) Stop talking so much.
(C) Play the music more softly.
(D) Play different music.
2. (A) He decided not to attend summer school.
(B) He may have difficulty working and studying at the same time.
(C) He's working hard so that he can afford to go to New York.
(D) He's teaching school this summer.
3. (A) The clothes don't look clean to him.
(B) He doesn't intend to get the clothes.
(C) He can pick out his own clothes.
(D) The woman should stop staring at his clothes.
4. (A) The woman should get another job.
(B) He won't have to wait much longer.
(C) The woman was mistaken.
(D) He was waiting in the wrong place.
5. (A) Rewrite the paper.
(B) Ask the woman to do some typing.
(C) Read the newspaper again.
(D) Check the paper for mistakes.
6. (A) The transportation for the trip is free.
(B) The class didn't enjoy going on the field trip.
(C) Some people may not go on the trip.
(D) Everyone in the class has paid the fee.
7. (A) He doesn't know how to turn the calculator on.
(B) He lost the woman's calculator.
(C) He broke something the woman lent him.
(D) He can't help the woman tonight.
8. (A) A salary cut.
(B) A real estate bargain.
(C) A rent increase.
(D) A vacation trip.
9. (A) She might not be able to attend the ceremony.
(B) She's not going to graduate this semester.
(C) She has only a week to complete the work.
(D) She hasn't been able to find a job.
10. (A) They're being mailed to his old address.
(B) They're being sent to the woman's address.
(C) They're being forwarded to his apartment.
(D) They're being held at the post office.
11. (A) He's probably nearby.
(B) He should pick up his things.
(C) He broke his racket.
(D) He might be playing tennis right now.
12. (A) He spoke to a well-known expert on inflation.
(B) He doesn't know when the group will finish.
(C) He didn't have time to prepare for the discussion.
(D) He expected the discussion to be shorter.
13. (A) Watch the clock carefully during the final exam.
(B) Pick up their papers on the twelfth.
(C) Finish their assignment early.
(D) Discuss their paper topics after class.
14. (A) He has taken extra courses before.
(B) He won't mind the extra work.
(C) He's making a bad decision.
(D) He should be graduating this term.
15. (A) The modern art prints are too expensive.
(B) He really appreciates the woman's gift.
(C) He hopes the woman likes modern art.
(D) People who enjoy modern art would like the prints.
16. (A) She wasn't able to organize it.
(B) Its location has been changed.
(C) It has been rescheduled.
(D) She doesn't know anything about it.
17. (A) It's interesting.
(B) It's easier than he expected.
(C) It's too crowded.
(D) It's quite difficult.
18. (A) Ask Joan to come to the meeting before lunch.
(B) Tell Joan about the meeting at lunch.
(C) Ask Joan to meet him for lunch.
(D) Cancel the meeting with Joan.



19. (A) The plans are being drawn up.
(B) The construction was finished on time.
(C) The library is closed for repairs.
(D) The addition will be completed soon.
20. (A) The train is always late.
(B) She needs to check the train schedule.
(C) They are going to be delayed again.
(D) They need to decide on a schedule.
21. (A) She doesn't need an umbrella.
(B) She left her umbrella in the car.
(C) She'll share her umbrella with the man.
(D) She doesn't plan to stay outside long.
22. (A) Take a lot of money.
(B) Go to a different restaurant.
(C) Ask someone else to go with her.
(D) Wear different clothes.
23. (A) She doesn't like to go shopping.
(B) She went shopping yesterday.
(C) She doesn't live near the shops.
(D) She prefers shopping to studying.
24. (A) Finish the game.
(B) Play harder next time.
(C) Reconsider his decision.
(D) Stop complaining.
25. (A) She gave one or two parties.
(B) She came to two parties.
(C) She comes to most of their parties.
(D) She missed most of their parties.
26. (A) He went mountain climbing last year.
(B) He's climbed mountains in many parts of the world.
(C) He was the last person to go.
(D) He isn't interested in going.
27. (A) She doesn't know anything about it.
(B) A good name hasn't been found for it.
(C) They decided to postpone building it.
(D) It hasn't been designed yet.
28. (A) Stay home to prepare for his exams.
(B) Attend the concert after his exams are finished.
(C) Ask the woman to study with him.
(D) Go to the concert with the woman.
29. (A) He's surprised he couldn't find the hotel.
(B) He often gets lost.
(C) He doesn't know where the hotel is.
(D) He'd rather go to another hotel.
30. (A) He would send a postcard if he went away.
(B) He wouldn't be able to take a vacation.
(C) He had already moved to Florida.
(D) He didn't want to go to Florida.

This is the end of Part A.



Part B

Directions: In this part, 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 four possible answers in your workbook 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.

Remember, you should **not** take notes or write in your workbook.

31. (A) The election for senator.
(B) The election for treasurer.
(C) The election for secretary.
(D) The election for president.
32. (A) They're competing against each other in an election.
(B) The man is writing the woman's speech.
(C) The man is interviewing the woman.
(D) The woman is planning the man's campaign.
33. (A) Make posters.
(B) Write a speech.
(C) Answer questions.
(D) Study chemistry.
34. (A) Compare their lecture notes.
(B) Review the man's talk.
(C) Prepare questions to ask candidates.
(D) Vote in the school election.
35. (A) The reproductive cycle of barnacles.
(B) A new source of protein.
(C) Types of sea animals.
(D) The adhesive quality of barnacles.
36. (A) They eat protein.
(B) They never move from one location.
(C) They cause erosion of rocks.
(D) They are found only in deep water.
37. (A) It works on wet surfaces.
(B) It's stronger than synthetic glue.
(C) It's a nutritious source of protein.
(D) It has been used successfully by doctors.
38. (A) Nutrition.
(B) Ecology.
(C) Medicine.
(D) Geology.

This is the end of Part B.



Part C

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

After you hear a question, read the four possible answers in your workbook 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 will hear:

(narrator) *Listen to an instructor talk to his class about a television program.*

(man) *I'd like to tell you about an interesting TV program that'll be shown this coming Thursday. It'll be on from 9 to 10 pm on Channel 4. It's part of a series called "Mysteries of Human Biology." The subject of the program is the human brain — how it functions and how it can malfunction. Topics that will be covered are dreams, memory, and depression. These topics are illustrated with outstanding computer animation that makes the explanations easy to follow. Make an effort to see this show. Since we've been studying the nervous system in class, I know you'll find it very helpful.*

Now listen to a sample question.

(narrator) *What is the main purpose of the program?*

Sample Answer

A B C D

In your workbook, you will read:

- (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 choice is (C).

Now listen to another sample question.

(narrator) *Why does the speaker recommend watching the program?*

Sample Answer

A B C D

In your workbook, you will read:

- (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).

Remember, you should **not** take notes or write in your workbook.

Wait

39. (A) The layout of the laboratory.
 (B) A laboratory experiment.
 (C) The workbook for the laboratory course.
 (D) A piece of equipment.
40. (A) Homework must be handed in on time.
 (B) The students must follow all instructions exactly.
 (C) The students will be able to make choices about the laboratory work.
 (D) A great deal of equipment is available.
41. (A) The activities are to be done during class.
 (B) The activities take less time.
 (C) Students are not required to do the activities.
 (D) Few instructions are given for the activities.
42. (A) At the beginning of the semester.
 (B) When the students need to be motivated.
 (C) After the first laboratory session.
 (D) When the students have done good work.
43. (A) To make recommendations on sensible dieting.
 (B) To report the latest advances in physical therapy.
 (C) To relate an experiment combining sleep and exercise.
 (D) To offer advice about sleeping problems.
44. (A) Your heart rate is lowered.
 (B) It becomes harder to relax.
 (C) You become too tired to sleep.
 (D) Sleep rhythms are disrupted.
45. (A) Failure to rest during the day.
 (B) Lack of sleep on weekends.
 (C) Vigorous exercise in the evening.
 (D) Eating cheese before going to bed.
46. (A) They might eventually cause you to lose sleep.
 (B) They help produce a neurotransmitter in the brain.
 (C) You must not drink milk if you take them.
 (D) They make it unnecessary to take naps.
47. (A) It allowed workers to spend more time at home.
 (B) It gave workers opportunity for better training.
 (C) It allowed workers to live far from their jobs.
 (D) It eliminated many factory jobs.
48. (A) The lack of a qualified sales force.
 (B) A decline in the number of customers.
 (C) Difficulty in transporting merchandise.
 (D) Increased transportation costs.
49. (A) Job opportunities are better there.
 (B) Prices are lower in downtown stores.
 (C) Highway commuting has become unpleasant.
 (D) Property is more valuable in the cities.
50. (A) Suggest methods for reducing dependence on the automobile.
 (B) Evaluate ways to improve the economy of downtown areas.
 (C) Identify automobile designs that cause less pollution.
 (D) Chart population shifts from 1950 to the present.

This is the end of Practice Section 1.

When you are ready, read "Review Material" on page 31.



Review Material

Practice Section 1

If you have finished the questions in Practice Section 1 and would like to review the Listening Comprehension material, follow these instructions:

- Use the answer key on page 32 to determine which questions you answered correctly.
- Put the cassette in your player so the words "Practice Section 1" face up.
- Rewind the cassette tape to the beginning.
- Tear out the Listening Comprehension script on pages 33-38. Place the script next to the test questions so you can see the four answer choices.
- Read the script as you listen to the recorded material. It will help you recognize words that you may not have understood correctly.

Answer Key

Practice Section 1

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



Listening

Comprehension Script

Practice Section 1

Part A

- (man) Look, I'm sorry to bother you about this, but that music's really loud.
(woman) I didn't realize you could hear it.
(narrator) What will the woman probably do?
- (man) George is going to work in New York for the summer.
(woman) Can he do that and go to summer school?
(narrator) What does the woman imply about George?
- (woman) Shouldn't someone pick up the clothes from the cleaner's?
(man) Don't look at me!
(narrator) What does the man mean?
- (woman) Congratulations! I understand you got a job. When do you start work?
(man) You must be thinking of someone else. I'm still waiting to hear.
(narrator) What does the man mean?
- (woman) Are you sure you corrected all the typing errors? You want to make a good impression.
(man) I'd better read through the paper again.
(narrator) What is the man going to do?
- (man) I think the whole class is going on the field trip next Friday.
(woman) I'm not so sure. Not everyone has paid the transportation fee.
(narrator) What does the woman imply?
- (woman) Could you bring my calculator back — I need it to do my math homework tonight.
(man) I don't know how to put this — but, uh, I dropped it, and now the "on" button doesn't light up.
(narrator) What is the man's problem?
- (woman 1) Look at this note from the landlord.
(woman 2) What? We can't afford another twenty dollars a month.
(narrator) What are the speakers talking about?
- (woman) Janet said she's coming to my graduation.
(man) But she has to work that week, doesn't she?
(narrator) What does the man imply about Janet?

10. (woman) Why is it that whenever I open my mailbox lately I pull out letters addressed to you?
 (man) Oh, uh, until I find a new apartment, I'm having the post office forward my mail to your place.
 (narrator) What is happening to the man's letters?
11. (man) Have you seen Jim around? We're supposed to play tennis.
 (woman) Well, his racket's here on the table.
 (narrator) What does the woman imply about Jim?
12. (woman) How did the discussion on inflation go?
 (man) I didn't think I had much to say, but it lasted over an hour.
 (narrator) What does the man mean?
13. (man) I can't remember the due date for our final paper.
 (woman) I think it's the twelfth, but the professor said not to wait until the last minute to hand it in.
 (narrator) What did the professor suggest the students do?
14. (man) Gary says he's planning to take two extra courses this term.
 (woman) He's got to be out of his mind.
 (narrator) What does the woman imply about Gary?
15. (woman) I'm stopping at the museum shop. It's got some inexpensive prints that would make good gifts.
 (man) Especially if you're a modern art lover.
 (narrator) What does the man mean?
16. (man) Weren't you trying to get us all together for a picnic this weekend?
 (woman) It never really got off the ground.
 (narrator) What does the woman say about the picnic?
17. (woman) This Intro to Lit class wasn't supposed to be hard.
 (man) But it sure turned out to be, didn't it?
 (narrator) What does the man think about the class?
18. (man) I ought to call Joan and tell her about the meeting this afternoon.
 (woman) Why bother? You'll see her at lunch.
 (narrator) What does the woman suggest the man do?
19. (man) What's happening with the library? Aren't they adding a new wing?
 (woman) The construction crew's just finishing it up.
 (narrator) What does the woman mean?
20. (man) They said the train won't arrive till nine!
 (woman) I guess that boils down to another delay in our schedule.
 (narrator) What does the woman mean?
21. (man) Don't forget to put your umbrella in the car.
 (woman) Oh, it's just overcast.
 (narrator) What does the woman imply?
22. (woman) I'm taking my roommate out for her birthday tonight — you know, to that fancy new restaurant.
 (man) You can't go like that. You'd better change.
 (narrator) What does the man suggest the woman do?

23. (woman) Didn't Marion go shopping with you yesterday?
 (man) Even if she hadn't had a lot of studying, she would've preferred to stay home.
 (narrator) What does the man imply about Marion?
24. (man) I'm going to give up playing table tennis. I lost again today.
 (woman) Just because you lost, is that any reason to quit?
 (narrator) What does the woman suggest the man do?
25. (woman) Has Sally ever missed coming to one of our parties?
 (man) Only once . . . or twice, at the most.
 (narrator) What does the man say about Sally?
26. (woman) Would you like to come mountain climbing with us?
 (man) Thanks, but that's the last thing in the world I'd want to do.
 (narrator) What does the man mean?
27. (man) What have they decided to call the stadium?
 (woman) No one's come up with anything yet.
 (narrator) What does the woman say about the stadium?
28. (woman) Can you come to the concert with me this weekend, or do you have to prepare for exams?
 (man) I still have a lot to do . . . but maybe a break would do me good.
 (narrator) What will the man probably do?
29. (woman) I hear you got lost on your way to the hotel.
 (man) I don't know how I did it. I've been there a million times.
 (narrator) What does the man mean?
30. (man) Have you seen this postcard from Ron? He's in Florida.
 (woman) Oh, so he was able to get time off.
 (narrator) What had the woman assumed about Ron?

Part B

Questions 31-34. Listen to a conversation about plans for a school election.

- (man) Come on, Julie, how're we going to convince everybody that I'm the best candidate?
- (woman) It won't be easy!
- (man) Thanks a lot!
- (woman) Oh, just kidding. Actually, I think once we show everyone how well you did as junior class treasurer, you're sure to be elected president.
- (man) Well. . . . What's your strategy?
- (woman) One thing I was thinking of is to hang campaign posters in all the hallways —
- (man) But everybody puts up posters. We need to do something different.
- (woman) Let me finish: The campus radio station is willing to let you have five minutes tomorrow morning at seven to outline your plans for the year. Lots of students'll hear you then.
- (man) Great idea!
- (woman) I've also arranged for you to give a speech during dinner tomorrow. Over a hundred students'll be there. And you can answer questions after you finish speaking.

- (man) That means I'd better come up with a speech pretty quickly. How about if I write it tonight and show it to you after chemistry class tomorrow?
- (woman) Fine. I'll see you after class.
- (man) You're really good at this. I'm glad you agreed to help me out.
31. What election are the speakers discussing?
32. What is the relationship between the speakers?
33. What will the man do tonight?
34. What will the speakers do after chemistry class?

Questions 35-38. Listen to friends talk about a television program.

- (man) Did you watch "Undersea Discovery" last night?
- (woman) No, I missed it. Did you?
- (man) Yeah. It was pretty good — it was about barnacles.
- (woman) Hmm.
- (man) You know how they stick themselves to stuff in the ocean — like rocks or boats?
- (woman) Uh-huh.
- (man) Well, they do that when they're young, and then they stay in the same place forever.
- (woman) It figures. Have you ever tried removing one of those things? Last summer I tried to scrape some off a pier — I had to give up after a while. You'd think they wouldn't be able to stick like that underwater.
- (man) That's one reason scientists are trying to figure out what their glue's made of. It's one of the strongest adhesives in nature. And it's a natural protein, so it probably wouldn't be harmful like some synthetic glues.
- (woman) Really?
- (man) Yeah. These biomedical researchers were talking about its possible uses. Orthopedists could use it for mending broken bones; or it could be used in dentistry.
- (woman) I wish I'd seen that.
35. What was the television program about?
36. What did the man learn about barnacles?
37. Why is barnacle glue of particular interest to researchers?
38. According to the conversation, in what field will the research results be helpful?

Part C

Questions 39-42. Listen to a talk by an instructor in a biology laboratory.

(*woman*) Before we start our first lab, I'd like to tell you a little bit about the workbook we'll be using.

The first thing I'd like to point out is that the workbook contains a very large amount of material — far more than you could ever handle in a single semester. What you're supposed to do is choose the experiments and activities that you want to do — within a certain framework, of course. Part of my job is to help you make your choices.

Next, I'd like to mention that in each workbook chapter, there are usually two subsections. The first is called "Experiments" and the second is called "Activities."

In the "Experiments" section, the workbook gives full instructions for all the experiments, including alternate procedures. Choose the procedure you wish — there's plenty of equipment available.

In the "Activities" section, you will find suggestions for projects that you can do on your own time. You'll see that there are usually no detailed instructions for the activities — you're supposed to do them your own way.

If there are no questions, let's turn to Chapter One now.

39. What is the instructor describing?
40. What is the instructor's main point?
41. How are the activities different from the experiments?
42. When would this talk be given?

Questions 43-46. Listen to a radio broadcast about sleep.

(*woman*) Do you have trouble sleeping at night? Then maybe this is for you. When you worry about needing sleep and toss and turn trying to find a comfortable position, you're probably only making matters worse. What happens when you do that, is that your heart rate actually increases, making it more difficult to relax.

You may also have some bad habits that contribute to the problem. Do you rest frequently during the day? Do you get virtually no exercise, or do you exercise strenuously late in the day? Are you preoccupied with sleep, or do you sleep late on weekends? Any or all of these factors might be leading to your insomnia by disrupting your body's natural rhythm.

What should you do, then, on those sleepless nights? Don't bother with sleeping pills. They can actually cause worse insomnia later. The best thing to do is drink milk or eat cheese or tuna fish. These are all rich in amino acids and help produce a neurotransmitter in the brain that induces sleep. This neurotransmitter will help you relax, and you'll be on your way to getting a good night's sleep.

Until tomorrow's broadcast, this has been another in the series "Hints for Good Health."

43. What is the purpose of the broadcast?
44. According to the speaker, what happens when you toss and turn to get comfortable?
45. According to the speaker, what sometimes causes people to have trouble sleeping?
46. What does the speaker say about sleeping pills?

Questions 47-50. Listen to a professor talk to his city planning class.

(*man*) Today we'll examine the role that private transportation — namely, the automobile — plays in city planning.

A number of sociologists blame the automobile for the decline of the downtown areas of major cities. In the 1950's and 1960's the automobile made it possible to work in the city and yet live in the suburbs many miles away. Shopping patterns changed: instead of patronizing downtown stores, people in the suburbs went to large shopping malls outside the city and closer to home. Merchants in the city failed, and their stores closed. Downtown shopping areas became deserted.

In recent years there's been a rebirth of the downtown area, as many suburbanites have moved back to the city. They've done this, of course, to avoid highways clogged with commuters from the suburbs.

I've chosen this particular city planning problem — our dependence on private transportation — to discuss in groups. I'm hoping you all will come up with some innovative solutions. Oh, and don't approach the problem from a purely sociological perspective; try to take into account environmental and economic issues as well.

47. How did the automobile affect the work force in the 1950's and 1960's?
48. What problem did downtown city merchants face in the 1960's?
49. According to the speaker, why are some people moving back to the city?
50. What assignment does the professor give the discussion groups?



Practice Section

2

Structure and Written Expression

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escription of **Section 2 of the Test**

Section 2, Structure and Written Expression, is designed to test your ability to recognize language structures that are used correctly and to identify words and phrases that are used incorrectly. There are two parts to this section of the test.

Structure

Questions in the Structure part are designed to test your ability to identify the correct words, phrases, or clauses needed to complete individual sentences. The following are among the important points tested in this part of the test:

- the correct formation and uses of regular and irregular verbs in all moods and tenses
- agreement between subjects and verbs
- the correct use of pronouns
- the correct formation and use of nouns, adjectives, adverbs, articles, and conjunctions.

Written Expression

Questions in the Written Expression part are designed to test your ability to detect errors in standard written English sentences. The questions in this part of the test consist of individual sentences. Each sentence has four words or phrases underlined, and one of the underlined choices contains an error. By selecting the answer choice that contains an error, you will demonstrate your ability to detect the following:

- grammatical errors in written English (for example, errors in word formation or combinations of words, such as agreement, parallelism, and the usage of articles, prepositions, and conjunctions)
- errors in word choices (for example, errors in the choice of nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and articles)
- errors in word order (for example, position of verbs, position of indirect and direct objects, and position of adverbs)

Questions in the Structure and Written Expression section do NOT test your ability to recognize word-level punctuation errors, such as errors in the use of hyphens, apostrophes, or capitalization. These questions are also not designed to test your knowledge of English spelling or English usage.



Answer Sheet

Practice Section 2

Vertical Format

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

Detach here.

When you have completed the questions in Practice Section 2, read "Review Material" on page 51.



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Answer Sheet

Practice Section 2

Horizontal Format

Detach here.

1	(A)	(B)	(C)	(D)	21	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	22	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	23	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)	24	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)	25	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)	26	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)	27	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)	28	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)	29	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)	30	(A)	(B)	(C)	(D)
11	(A)	(B)	(C)	(D)	31	(A)	(B)	(C)	(D)
12	(A)	(B)	(C)	(D)	32	(A)	(B)	(C)	(D)
13	(A)	(B)	(C)	(D)	33	(A)	(B)	(C)	(D)
14	(A)	(B)	(C)	(D)	34	(A)	(B)	(C)	(D)
15	(A)	(B)	(C)	(D)	35	(A)	(B)	(C)	(D)
16	(A)	(B)	(C)	(D)	36	(A)	(B)	(C)	(D)
17	(A)	(B)	(C)	(D)	37	(A)	(B)	(C)	(D)
18	(A)	(B)	(C)	(D)	38	(A)	(B)	(C)	(D)
19	(A)	(B)	(C)	(D)	39	(A)	(B)	(C)	(D)
20	(A)	(B)	(C)	(D)	40	(A)	(B)	(C)	(D)



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Directions and Practice Questions

Section 2 – Structure and Written Expression

The Structure and Written Expression 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.

Look at the following examples:

Example I

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

Sample Answer

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

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

Example II

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

Sample Answer

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

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.



GO ON TO THE NEXT PAGE

1. Simple photographic lenses cannot ----- sharp, undistorted images over a wide field.
- (A) to form
(B) are formed
(C) forming
(D) form
2. Of all the factors affecting agricultural yields, weather is the one ----- the most.
- (A) it influences farmers
(B) that influences farmers
(C) farmers that it influences
(D) why farmers influence it
3. Beverly Sills, -----, assumed directorship of the New York City Opera in 1979.
- (A) be a star soprano
(B) was a star soprano
(C) a star soprano and
(D) a star soprano
4. ----- of tissues is known as histology.
- (A) Studying scientific
(B) The scientific study
(C) To study scientifically
(D) That is scientific studying
5. With the exception of mercury, ----- at standard temperature and pressure.
- (A) the metallic elements are solid
(B) which is a solid metallic element
(C) metallic elements being solid
(D) since the metallic elements are solid
6. Potential dehydration is ----- that a land animal faces.
- (A) the often greatest hazard
(B) the greatest often hazard
(C) often the greatest hazard
(D) often the hazard greatest
7. By tracking the eye of a hurricane, forecasters can determine the speed at which -----.
- (A) is a storm moving
(B) a storm is moving
(C) is moving a storm
(D) a moving storm
8. *The Grapes of Wrath*, a novel about the Depression years of the 1930's, is one of John Steinbeck's ----- books.
- (A) most famous
(B) the most famous
(C) are most famous
(D) and most famous
9. Technology will play a key role in ----- future life-styles.
- (A) to shape
(B) shaping
(C) shape of
(D) shaped
10. The computer has dramatically affected ----- photographic lenses are constructed.
- (A) is the way
(B) that the way
(C) which way do
(D) the way

11. The early railroads were ----- the existing arteries of transportation: roads, turnpikes, canals, and other waterways.
- (A) those short lines connected
 - (B) short lines that connected
 - (C) connected by short lines
 - (D) short connecting lines
12. ----- as a masterpiece, a work of art must transcend the ideals of the period in which it was created.
- (A) Ranks
 - (B) The ranking
 - (C) To be ranked
 - (D) For being ranked
13. Jackie Robinson, ----- to play baseball in the major leagues, joined the Brooklyn Dodgers in 1947.
- (A) the Black American who first
 - (B) the first Black American
 - (C) was the first Black American
 - (D) the first and a Black American who
14. During the flood of 1927, the Red Cross, ----- out of emergency headquarters in Mississippi, set up temporary shelters for the homeless.
- (A) operates
 - (B) is operating
 - (C) has operated
 - (D) operating
15. In bacteria and in other organisms, ----- is the nucleic acid DNA that provides the genetic information.
- (A) both
 - (B) which
 - (C) and
 - (D) it



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 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.

Look at the following examples:

Example I

Guppies are sometimes call rainbow fish because of
the males' bright colors.

A B C
D

Sample Answer

A B C D

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

Example II

Serving several term in Congress, Shirley Chisholm became an
important United States politician.

A B
C D

Sample Answer

A B C D

The sentence should read, "Serving several terms in Congress, Shirley Chisholm became an important United States politician." Therefore, you should choose (B).

Now begin work on the questions.



16. Twenty to thirty year after a mature forest is cleared away, a nearly impenetrable thicket of trees and shrubs develops.
 A B C D
17. The first national park in world, Yellowstone National Park, was established in 1872.
 A B C D
18. Because it does not have a blood supply, the cornea takes their oxygen directly from the air.
 A B C D
19. Magnificent mountains and coastal scenery is British Columbia's chief tourist attractions.
 A B C D
20. Scientists at universities are often more involved in theoretical research than in practically research.
 A B C D
21. John Rosamond Johnson he composed numerous songs, including Lift Every Voice and Sing, for which his brother, James Weldon Johnson, wrote the words.
 A B C D
22. Nylon, a synthetic done from a combination of water, air, and a by-product of coal, was first introduced in 1938.
 A B C D
23. Ornithology, the study of birds, is one of the major scientific fields in which amateurs play a role in accumulating, researching, and publish data.
 A B C D
24. Animation is a technique for creativity the illusion of life in inanimate things.
 A B C D
25. The nonviolent protest advocated by Dr. Martin Luther King, Jr., proving highly effective in an age of expanding television news coverage.
 A B C D
26. On December 7, 1787, Delaware became a first state to ratify the Constitution.
 A B C D
27. Nutritionists believe what diet affects how one feels physically and emotionally.
 A B C D
28. Mealii Kalama, creator of over 400 Hawaiian quilts, was granted a National Heritage Fellowship in 1985 for herself contributions to folk art.
 A B C D

GO ON TO THE NEXT PAGE 

29. A jetty serves to define and deepen a channel, improve navigate, or protect a harbor.
A B C D
30. Minoru Yamasaki is an American architect which works departed from the austerity frequently associated with architecture in the United States after the Second World War.
A B C D
31. Chemical research provides information that is useful when the textile industry in the creation of synthetic fabrics.
A B C D
32. Jane Addams, social worker, author, and spokeswoman for the peace and women's suffrage movements, she received the Nobel Peace Prize in 1931 for her humanitarian achievements.
A B C D
33. Bromyrite crystals have a diamond-like luster and are usually colorless, but they dark to brown when exposed to light.
A B C D
34. Stars in our universe vary in temperature, color, bright, size, and mass.
A B C D
35. Ice is less denser than the liquid from which it is formed.
A B C D
36. The 1983 Nobel Prize in Medicine was awarded to Barbara McClintock for her experiments with maize and her discoveries regardless the nature of DNA.
A B C D
37. In 1866 to 1883, the bison population in North America was reduced from an estimated 13 million to a few hundred.
A B C D
38. Most of the damage property attributed to the San Francisco earthquake of 1906 resulted from the fire that followed.
A B C D
39. James Baldwin's plays and short stories, which are to some degree autobiographical, established them as a leading figure in the United States civil rights movement.
A B C D
40. Thunder can be listened from a maximum distance of about ten miles except under unusual atmospheric conditions.
A B C D



Review Material

Practice Section 2

If you have finished the questions in Practice Section 2 and would like to review the Structure and Written Expression material, follow these instructions:

- Use the answer key on page 54 to determine which questions you answered correctly and incorrectly.
- Then read the explanations for the correct answers printed below.

Explanations of Correct Answers

Structure

1. **D** After any modal verb, such as “can,” the simple form of the verb, in this case “form,” must be used. This is always the case with modals, even with the negative forms, such as “cannot.”
2. **B** The relative (adjective) clause, “that influences farmers the most,” modifies the pronoun “one.” The other choices do not modify the pronoun.
3. **D** A noun phrase that is an appositive is needed to fill the blank. Only “a star soprano” does that.
4. **B** “The scientific study of tissues” is the only noun phrase that can act as the subject of this sentence.
5. **A** A subject and verb are required to complete the main clause.
6. **C** This question tests the ability to recognize correct word order. The adverb “often” must immediately follow the verb “is” and the adjective “greatest” must precede the noun “hazard.” Only (C) has the words in the correct order.
7. **B** This question tests the structure of the relative (adjective) clause that is introduced by “at which.” (B) is correct because it contains a subject and verb, presented in the right order.

8. **A** After the possessive noun "Steinbeck's," the adjective phrase "most famous" is correct. Although choice (B) is also an adjective phrase, the use of "the" after a possessive noun is not correct.
9. **B** When the preposition "in" is followed by a verb, the verb must be in the "-ing" (gerund) form.
10. **D** In this sentence, an object is required after the active form of the verb "affected." Here the noun phrase "the way" serves as the object and is correctly modified by the relative (adjective) clause, "photographic lenses are constructed."
11. **B** Following the verb "were," a noun phrase that means the same thing as the subject, "The early railroads," is used. A relative pronoun, "that," and a verb, "connected," are needed to introduce the relative (adjective) clause that follows.
12. **C** The infinitive form of the verb is the only choice that completes this sentence grammatically. In this sentence "to" of the infinitive is a shortened form of "in order to."
13. **B** A noun phrase, set off by commas, follows the subject and identifies the subject. Only choice (B) completes the noun phrase grammatically.
14. **D** "Operating," a participle, introduces an adjective phrase that modifies "Red Cross."
15. **D** "Nucleic acid" is the delayed subject of the sentence, and "it" is necessary to fill the subject space before the verb.

Written Expression

16. **A** "Thirty" is plural; therefore, "year" must be plural.
17. **B** "The" is needed before the specific noun "world."
18. **C** "Its" must be used instead of "their" because "cornea" is singular.
19. **C** There are two subjects, "mountains" and "scenery," so the verb must be corrected to "are."
20. **D** The adjective form "practical" should be used to modify the noun "research."
21. **A** "John Rosamond Johnson" is the subject of the verb "composed"; the pronoun "he" is unnecessary and ungrammatically repeats the subject.
22. **A** "Done" is the wrong word choice; it should be "made."
23. **D** "Publish" must be parallel to the other "-ing" forms in the series.
24. **B** The gerund form "creating" is needed after "for."

25. **B** This sentence needs a main finite verb; “proving” must be changed to “proved.”
26. **C** “The” must be used before the definite noun phrase “first state.”
27. **B** “That,” not “what,” must introduce the noun clause “diet affects. . . .”
28. **C** The possessive adjective “her,” not the reflexive pronoun “herself,” should be used to modify “contributions.”
29. **C** The noun “navigation” should be used since it is the object of the verb “improve” and parallel to the nouns “channel” and “harbor.”
30. **A** The possessive relative pronoun “whose” must be used because the relative (adjective) clause describes a possessive relationship.
31. **B** “When” is the wrong word choice; “for,” or another appropriate preposition, must be used after “useful.”
32. **C** “Jane Addams” is the subject of the verb “received”; the pronoun “she” is unnecessary and ungrammatically repeats the subject.
33. **C** After the subject pronoun, “they,” there must be the finite verb, “darken,” to complete the independent clause.
34. **C** The noun form “brightness” is required after the preposition “in,” as in the parallel words “size” and “mass.”
35. **A** The comparative with “less” requires the simple form of the adjective, “dense,” not the “-er” form.
36. **D** “Regardless” is the wrong word choice; “regarding” is correct.
37. **A** “In” is the wrong preposition; “from” should be used with “to” to indicate a span of time between two dates.
38. **A** The word order is incorrect here; “property” modifies “damage” and must be placed before “damage.”
39. **C** The plural pronoun “them” is incorrect; the singular pronoun “him” should be used to refer to “James Baldwin.”
40. **A** “Listened” is the wrong word choice; “heard” would be used in this context.



Answer Key

Practice Section 2

Structure	Written Expression
1. D	16. A
2. B	17. B
3. D	18. C
4. B	19. C
5. A	20. D
6. C	21. A
7. B	22. A
8. A	23. D
9. B	24. B
10. D	25. B
11. B	26. C
12. C	27. B
13. B	28. C
14. D	29. C
15. D	30. A
	31. B
	32. C
	33. C
	34. C
	35. A
	36. D
	37. A
	38. A
	39. C
	40. A



Practice Section

3

Reading Comprehension

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Directions and Practice Questions . . .	61
Review Material	72
Answer Key	76



description of **Section 3 of the Test**

Section 3, Reading Comprehension, is designed to measure your ability to read and understand short passages in English. It consists of several passages, each followed by questions. The passages are about a variety of topics of general interest that are similar to the material that students read in colleges and universities in North America. In other words, the passages reflect fairly formal, objective, neutral, and usually concrete types of academic writing. The subject matter of these passages is general in nature so as not to give an advantage to specialists in particular fields of study, or to people with particular kinds of background knowledge. Sufficient context is provided by the passages so that examinees who read and understand them can answer the questions without relying on subject-specific knowledge outside the passage. Several questions are asked about each passage. The questions might ask you to:

- identify the main topic or the main idea of the passage as a whole or of one of the paragraphs;
- understand some of the details contained in the passage;
- understand the relationships between the ideas in the passage;
- make inferences based on information that is directly stated. You will only be asked to make inferences that are supported by the information in the passage;
- identify the meaning of some vocabulary. Certain words have more than one possible meaning and it is important to look for the meaning of a word or phrase as it is used in the passage.
- understand the referential relationships in a passage. This includes understanding what word a pronoun refers to as well as understanding what certain abstract concepts (e.g., “this characteristic,” “this idea”) refer to in the context of the passage.
- recognize some aspects of how authors organize the information in their writing. You might be asked why an author mentions a particular piece of information. You may be asked to identify the organizational structure of a passage (e.g., compare/contrast, define, chronological sequence). You may be asked to use the information in the passage to predict how the passage would most likely continue.



Answer Sheet

Practice Section 3

Vertical Format

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

Detach here.

When you have completed the questions in Practice Section 3, read "Review Material" on page 72.



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Answer Sheet

Practice Section 3

Horizontal Format

Detach here.

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



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Directions and Practice Questions

Section 3 – Reading Comprehension

Directions: In the Reading Comprehension section you will read several passages. Each one is followed by a number of 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 about the information in a passage on the basis of what is **stated** or **implied** in that passage.

Read the following passage:

Line
(5) 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 I

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.

Sample Answer

A B C D

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

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

Sample Answer

A B C D

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 1-12

Line As many as one thousand years ago in the Southwest, the Hopi and Zuni Indians of North
(5) America were building with adobe — sun-baked brick plastered with mud. Their homes looked remarkably like modern apartment houses. Some were four stories high and contained quarters for perhaps a thousand people, along with storerooms for grain and other goods. These
(10) buildings were usually put up against cliffs, both to make construction easier and for defense against enemies. They were really villages in themselves, as later Spanish explorers must have realized since they called them “pueblos,” which is Spanish for towns.

The people of the pueblos raised what are called “the three sisters” — corn, beans, and
(15) squash. They made excellent pottery and wove marvelous baskets, some so fine that they could hold water. The Southwest has always been a dry country, where water is scarce. The Hopi and Zuni brought water from streams to their fields and gardens through irrigation ditches. Water was so important that it played a major role in their religion. They developed elaborate ceremonies and religious rituals to bring rain.

The way of life of less-settled groups was simpler and more strongly influenced by nature.
(20) Small tribes such as the Shoshone and Ute wandered the dry and mountainous lands between the Rocky Mountains and the Pacific Ocean. They gathered seeds and hunted small animals such as rabbits and snakes. In the Far North the ancestors of today’s Inuit hunted seals, walrus, and the great whales. They lived right on the frozen seas in shelters called igloos built of blocks of packed snow. When summer came, they fished for salmon and hunted the lordly caribou.

The Cheyenne, Pawnee, and Sioux tribes, known as the Plains Indians, lived on the
grasslands between the Rocky Mountains and the Mississippi River. They hunted bison, commonly called the buffalo. Its meat was the chief food of these tribes, and its hide was used to make their clothing and the covering of their tents and tipis.

1. What does the passage mainly discuss?
 - (A) The architecture of early American Indian buildings
 - (B) The movement of American Indians across North America
 - (C) Ceremonies and rituals of American Indians
 - (D) The way of life of American Indian tribes in early North America
2. According to the passage, the Hopi and Zuni typically built their homes
 - (A) in valleys
 - (B) next to streams
 - (C) on open plains
 - (D) against cliffs
3. The word “They” in line 6 refers to
 - (A) goods
 - (B) buildings
 - (C) cliffs
 - (D) enemies
4. It can be inferred from the passage that the dwellings of the Hopi and Zuni were
 - (A) very small
 - (B) highly advanced
 - (C) difficult to defend
 - (D) quickly constructed

GO ON TO THE NEXT PAGE 

5. The author uses the phrase "the three sisters" in line 8 to refer to
- (A) Hopi women
 (B) family members
 (C) important crops
 (D) rain ceremonies
6. The word "scarce" in line 10 is closest in meaning to
- (A) limited
 (B) hidden
 (C) pure
 (D) necessary
7. Which of the following is true of the Shoshone and Ute?
- (A) They were not as settled as the Hopi and Zuni.
 (B) They hunted caribou.
 (C) They built their homes with adobe.
 (D) They did not have many religious ceremonies.
8. According to the passage, which of the following tribes lived in the grasslands?
- (A) The Shoshone and Ute
 (B) The Cheyenne and Sioux
 (C) The Hopi and Zuni
 (D) The Pawnee and Inuit
9. Which of the following animals was most important to the Plains Indians?
- (A) The salmon
 (B) The caribou
 (C) The seal
 (D) The buffalo
10. Which of the following is NOT mentioned by the author as a dwelling place of early North Americans?
- (A) Log cabins
 (B) Adobe houses
 (C) Tipis
 (D) Igloos
11. The author gives an explanation for all of the following words EXCEPT
- (A) adobe
 (B) pueblos
 (C) caribou
 (D) bison
12. The author groups North American Indians according to their
- (A) tribes and geographical regions
 (B) arts and crafts
 (C) rituals and ceremonies
 (D) date of appearance on the continent



Questions 13-22

Marianne Moore (1887-1972) once said that her writing could be called poetry only because there was no other name for it. Indeed her poems appear to be extremely compressed essays that happen to be printed in jagged lines on the page. Her subjects were varied: animals, laborers, artists, and the craft of poetry. From her general reading came quotations that she found striking or insightful. She included these in her poems, scrupulously enclosed in quotation marks, and sometimes identified in footnotes. Of this practice, she wrote, "Why the many quotation marks? I am asked . . . When a thing has been said so well that it could not be said better, why paraphrase it? Hence my writing is, if not a cabinet of fossils, a kind of collection of flies in amber." Close observation and concentration on detail are the methods of her poetry.

Marianne Moore grew up in Kirkwood, Missouri, near St. Louis. After graduation from Bryn Mawr College in 1909, she taught commercial subjects at the Indian School in Carlisle, Pennsylvania. Later she became a librarian in New York City. During the 1920's she was editor of *The Dial*, an important literary magazine of the period. She lived quietly all her life, mostly in Brooklyn, New York. She spent a lot of time at the Bronx Zoo, fascinated by animals. Her admiration of the Brooklyn Dodgers — before the team moved to Los Angeles — was widely known.

Her first book of poems was published in London in 1921 by a group of friends associated with the Imagist movement. From that time on her poetry has been read with interest by succeeding generations of poets and readers. In 1952 she was awarded the Pulitzer Prize for her *Collected Poems*. She wrote that she did not write poetry "for money or fame. To earn a living is needful, but it can be done in routine ways. One writes because one has a burning desire to objectify what it is indispensable to one's happiness to express . . ."

13. What is the passage mainly about?
- (A) The influence of the Imagists on Marianne Moore
(B) Essayists and poets of the 1920's
(C) The use of quotations in poetry
(D) Marianne Moore's life and work
14. Which of the following can be inferred about Moore's poems?
- (A) They are better known in Europe than the United States.
(B) They do not use traditional verse forms.
(C) They were all published in *The Dial*.
(D) They tend to be abstract.
15. According to the passage Moore wrote about all of the following EXCEPT
- (A) artists
(B) animals
(C) fossils
(D) workers
16. What does Moore refer to as "flies in amber" (line 9)?
- (A) A common image in her poetry
(B) Poetry in the twentieth-century
(C) Concentration on detail
(D) Quotations within her poetry
17. The author mentions all of the following as jobs held by Moore EXCEPT
- (A) commercial artist
(B) teacher
(C) magazine editor
(D) librarian
18. The word "period" in line 13 is closest in meaning to
- (A) movement
(B) school
(C) region
(D) time

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19. Where did Moore spend most of her adult life?

- (A) In Kirkwood
- (B) In Brooklyn
- (C) In Los Angeles
- (D) In Carlisle

20. The word "succeeding" in line 19 is closest in meaning to

- (A) inheriting
- (B) prospering
- (C) diverse
- (D) later

21. The word "it" in line 21 refers to

- (A) writing poetry
- (B) becoming famous
- (C) earning a living
- (D) attracting readers

22. It can be inferred from the passage that Moore wrote because she

- (A) wanted to win awards
- (B) was dissatisfied with what others wrote
- (C) felt a need to express herself
- (D) wanted to raise money for the Bronx Zoo

23. The word "random" in line 7 is closest in meaning to

- (A) unpredictable
- (B) perplexing
- (C) independent
- (D) abundant

24. The word "random" in line 7 is closest in meaning to

- (A) random
- (B) irregular
- (C) unpredictable
- (D) abundant

25. What is the main topic of the passage?

- (A) The mechanics of rain
- (B) The weather patterns of North America
- (C) How Earth's gravity affects atmosphere
- (D) Types of clouds

26. The word "random" in line 7 is closest in meaning to which of the following?

- (A) random
- (B) irregular
- (C) unpredictable
- (D) abundant

27. The word "random" in line 7 is closest in meaning to

- (A) random
- (B) irregular
- (C) unpredictable
- (D) abundant



Questions 23-30

Line (5) What makes it rain? Rain falls from clouds for the same reason anything falls to Earth. The Earth's gravity pulls it. But every cloud is made of water droplets or ice crystals. Why doesn't rain or snow fall constantly from all clouds? The droplets or ice crystals in clouds are exceedingly small. The effect of gravity on them is minute. Air currents move and lift droplets so that the net downward displacement is zero, even though the droplets are in constant motion.

(10) Droplets and ice crystals behave somewhat like dust in the air made visible in a shaft of sunlight. To the casual observer, dust seems to act in a totally random fashion, moving about chaotically without fixed direction. But in fact dust particles are much larger than water droplets and they finally fall. The average size of a cloud droplet is only 0.0004 inch in diameter. It is so small that it would take sixteen hours to fall half a mile in perfectly still air, and it does not fall out of moving air at all. Only when the droplet grows to a diameter of 0.008 inch or larger can it fall from the cloud. The average raindrop contains a million times as much water as a tiny cloud droplet. The growth of a cloud droplet to a size large enough to fall out is the cause of rain and other forms of precipitation. This important growth process is called "coalescence."

23. What is the main topic of the passage?
- (A) The mechanics of rain
 - (B) The weather patterns of North America
 - (C) How Earth's gravity affects agriculture
 - (D) Types of clouds
24. The word "minute" in line 4 is closest in meaning to which of the following?
- (A) second
 - (B) tiny
 - (C) slow
 - (D) steady
25. The word "motion" in line 5 is closest in meaning to
- (A) wind
 - (B) change
 - (C) movement
 - (D) humidity
26. Ice crystals do NOT immediately fall to Earth because
- (A) they are kept aloft by air currents
 - (B) they combine with other chemicals in the atmosphere
 - (C) most of them evaporate
 - (D) their electrical charges draw them away from the earth
27. The word "random" in line 7 is closest in meaning to
- (A) unpredictable
 - (B) perplexing
 - (C) independent
 - (D) abnormal



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28. What can be inferred about drops of water larger than 0.008 inch in diameter?
- (A) They never occur.
 (B) They are not affected by the force of gravity.
 (C) In still air they would fall to earth.
 (D) In moving air they fall at a speed of thirty-two miles per hour.
29. How much bigger is a rain drop than a cloud droplet?
- (A) 200 times bigger
 (B) 1,000 times bigger
 (C) 100,000 times bigger
 (D) 1,000,000 times bigger
30. In this passage, what does the term "coalescence" refer to?
- (A) The gathering of small clouds to form larger clouds
 (B) The growth of droplets
 (C) The effect of gravity on precipitation
 (D) The movement of dust particles in the sunlight

31. The word "illuminated," in line 11 in column 1 means to
- (A) illuminated
 (B) scooped
 (C) clarified
 (D) lighted
32. The author implies that most small children believe that the quantity of water changes when it is transferred to a container of a different
- (A) color
 (B) density
 (C) weight
 (D) shape

33. What does the passage mainly discuss?
- (A) Trends in reading mathematics to children
 (B) The use of mathematics in child psychology
 (C) The development of mathematical ability in children
 (D) The fundamental concepts of mathematics that children must learn
34. It can be inferred from the passage that children normally learn simple counting
- (A) soon after they learn to talk
 (B) by looking at the clock
 (C) when they begin to be mathematically mature
 (D) after they reach second grade in school



Questions 31-40

People appear to be born to compute. The numerical skills of children develop so early and so inexorably that it is easy to imagine an internal clock of mathematical maturity guiding their growth. Not long after learning to walk and talk, they can set the table with impressive accuracy — one plate, one knife, one spoon, one fork, for each of the five chairs. Soon they are capable of noting that they have placed five knives, spoons, and forks on the table and, a bit later, that this amounts to fifteen pieces of silverware. Having thus mastered addition, they move on to subtraction. It seems almost reasonable to expect that if a child were secluded on a desert island at birth and retrieved seven years later, he or she could enter a second-grade mathematics class without any serious problems of intellectual adjustment.

Line
(5)

(10)

(15)

Of course, the truth is not so simple. This century, the work of cognitive psychologists has illuminated the subtle forms of daily learning on which intellectual progress depends. Children were observed as they slowly grasped — or, as the case might be, bumped into — concepts that adults take for granted, as they refused, for instance, to concede that quantity is unchanged as water pours from a short stout glass into a tall thin one. Psychologists have since demonstrated that young children, asked to count the pencils in a pile, readily report the number of blue or red pencils, but must be coaxed into finding the total. Such studies have suggested that the rudiments of mathematics are mastered gradually, and with effort. They have also suggested that the very concept of abstract numbers — the idea of a oneness, a twoness, a threeness that applies to any class of objects and is a prerequisite for doing anything more mathematically demanding than setting a table — is itself far from innate.

31. What does the passage mainly discuss?

- (A) Trends in teaching mathematics to children
- (B) The use of mathematics in child psychology
- (C) The development of mathematical ability in children
- (D) The fundamental concepts of mathematics that children must learn

32. It can be inferred from the passage that children normally learn simple counting

- (A) soon after they learn to talk
- (B) by looking at the clock
- (C) when they begin to be mathematically mature
- (D) after they reach second grade in school

33. The word “illuminated” in line 11 is closest in meaning to

- (A) illustrated
- (B) accepted
- (C) clarified
- (D) lighted

34. The author implies that most small children believe that the quantity of water changes when it is transferred to a container of a different

- (A) color
- (B) quality
- (C) weight
- (D) shape



35. According to the passage, when small children were asked to count a pile of red and blue pencils they
- (A) counted the number of pencils of each color
 - (B) guessed at the total number of pencils
 - (C) counted only the pencils of their favorite color
 - (D) subtracted the number of red pencils from the number of blue pencils
36. The word "They" in line 17 refers to
- (A) mathematicians
 - (B) children
 - (C) pencils
 - (D) studies
37. The word "prerequisite" in line 19 is closest in meaning to
- (A) reason
 - (B) theory
 - (C) requirement
 - (D) technique
38. The word "itself" in line 20 refers to
- (A) the total
 - (B) the concept of abstract numbers
 - (C) any class of objects
 - (D) setting a table
39. With which of the following statements would the author be LEAST likely to agree?
- (A) Children naturally and easily learn mathematics.
 - (B) Children learn to add before they learn to subtract.
 - (C) Most people follow the same pattern of mathematical development.
 - (D) Mathematical development is subtle and gradual.
40. Where in the passage does the author give an example of a hypothetical experiment?
- (A) Lines 3-6
 - (B) Lines 7-9
 - (C) Lines 11-14
 - (D) Lines 17-20



Questions 41-50

Botany, the study of plants, occupies a peculiar position in the history of human knowledge. For many thousands of years it was the one field of awareness about which humans had anything more than the vaguest of insights. It is impossible to know today just what our Stone

- Line
(5) Age ancestors knew about plants, but from what we can observe of preindustrial societies that still exist, a detailed learning of plants and their properties must be extremely ancient. This is logical. Plants are the basis of the food pyramid for all living things, even for other plants. They have always been enormously important to the welfare of people, not only for food, but also for clothing, weapons, tools, dyes, medicines, shelter, and a great many other purposes. Tribes living today in the jungles of the Amazon recognize literally hundreds of plants and know
(10) many properties of each. To them botany, as such, has no name and is probably not even recognized as a special branch of "knowledge" at all.

- Unfortunately, the more industrialized we become the farther away we move from direct contact with plants, and the less distinct our knowledge of botany grows. Yet everyone comes unconsciously on an amazing amount of botanical knowledge, and few people will fail to
(15) recognize a rose, an apple, or an orchid. When our Neolithic ancestors, living in the Middle East about 10,000 years ago, discovered that certain grasses could be harvested and their seeds planted for richer yields the next season, the first great step in a new association of plants and humans was taken. Grains were discovered and from them flowed the marvel of agriculture: cultivated crops. From then on, humans would increasingly take their living from the controlled
(20) production of a few plants, rather than getting a little here and a little there from many varieties that grew wild — and the accumulated knowledge of tens of thousands of years of experience and intimacy with plants in the wild would begin to fade away.

41. Which of the following assumptions about early humans is expressed in the passage?
- (A) They probably had extensive knowledge of plants.
 - (B) They divided knowledge into well-defined fields.
 - (C) They did not enjoy the study of botany.
 - (D) They placed great importance on ownership of property.
42. The word "peculiar" in line 1 is closest in meaning to
- (A) clear
 - (B) large
 - (C) unusual
 - (D) important
43. What does the comment "This is logical" in lines 5-6 mean?
- (A) There is no clear way to determine the extent of our ancestors' knowledge of plants.
 - (B) It is not surprising that early humans had a detailed knowledge of plants.
 - (C) It is reasonable to assume that our ancestors behaved very much like people in preindustrial societies.
 - (D) Human knowledge of plants is well organized and very detailed.
44. The phrase "properties of each" in line 10 refers to each
- (A) tribe
 - (B) hundred
 - (C) plant
 - (D) purpose

45. According to the passage, why has general knowledge of botany declined?
- (A) People no longer value plants as a useful resource.
 - (B) Botany is not recognized as a special branch of science.
 - (C) Research is unable to keep up with the increasing number of plants.
 - (D) Direct contact with a variety of plants has decreased.
46. In line 15, what is the author's purpose in mentioning "a rose, an apple, or an orchid"?
- (A) To make the passage more poetic
 - (B) To cite examples of plants that are attractive
 - (C) To give botanical examples that most readers will recognize
 - (D) To illustrate the diversity of botanical life
47. According to the passage, what was the first great step toward the practice of agriculture?
- (A) The invention of agricultural implements and machinery
 - (B) The development of a system of names for plants
 - (C) The discovery of grasses that could be harvested and replanted
 - (D) The changing diets of early humans
48. The word "controlled" in line 19 is closest in meaning to
- (A) abundant
 - (B) managed
 - (C) required
 - (D) advanced
49. The relationship between botany and agriculture is similar to the relationship between zoology (the study of animals) and
- (A) deer hunting
 - (B) bird watching
 - (C) sheep raising
 - (D) horseback riding
50. Where in the passage does the author describe the benefits people derive from plants?
- (A) Line 1
 - (B) Lines 6-8
 - (C) Lines 10-11
 - (D) Lines 13-15

This is the end of the questions for Practice Section 3.

When you are ready, read "Review Material" on page 72.



Review Material

Practice Section 3

If you have finished the questions in Practice Section 3 and would like to review the Reading Comprehension material, follow these instructions:

- Use the answer key on page 76 to determine which questions you answered correctly and incorrectly.
- Then read the explanations for the correct answers printed below.

Explanations for Correct Answers

Questions 1-12

1. **D** Although architecture, movement, ceremonies, and rituals are mentioned in the passage, choice (D) best summarizes the general topic of the entire passage.
2. **D** Lines 4-5 of the passage state that "These buildings were usually put up against cliffs."
3. **B** The pronoun "They" refers to buildings. Although the other choices are also plural nouns, "buildings" is the logical referent for "they."
4. **B** Because the passage states that the buildings were "like modern apartment houses" and that "some were four stories high . . .," it can be inferred that the dwellings were highly advanced.
5. **C** Corn, beans, and squash are important crops that are mentioned just after the phrase "the three sisters."
6. **A** Clues to the meaning of this word are in the phrases "dry country" (line 10) and "brought water through irrigation ditches" (line 11).
7. **A** In lines 15-16 the Shoshone and Ute are described as less-settled groups. The first paragraph suggests that the Hopi and Zuni lived in permanent homes in villages.
8. **B** This information is stated in lines 20-21 of the passage.
9. **D** The passage states in lines 22-23 that the buffalo was the chief source of food, clothing, and tent covering. "Chief" means "most important" in this context.

10. **A** NOTE: By using the word NOT, the question asks the reader to remember which of the choices were mentioned and to recognize which choice was not, or to review the passage to be sure. The correct answer is the choice that is NOT mentioned — in this case, log cabins.
11. **C** NOTE: By using the word EXCEPT, the question asks the reader to find which of the choices is not explained. “Caribou” is the only one of these words that is not explained in the passage.
12. **A** The author organizes the information in the passage by the names of various tribes and where they lived, but does not refer to any of the things mentioned in the other choices.

Questions 13-22

13. **D** The main focus of the passage is on Marianne Moore’s life and work. The other choices are details that are mentioned but not explained.
14. **B** The first paragraph discusses the unusual form of Moore’s poems.
15. **C** The passage states in lines 3-4 that Moore wrote about animals, laborers, and artists. Fossils are not mentioned as a subject she wrote about, but as a metaphor for her style of writing.
16. **D** To answer this question correctly you need to understand that Moore is comparing flies trapped in amber to her own collection of quotations from other writers in her poetry. Both the amber and the poetry preserve the original material intact.
17. **A** NOTE: By using the word EXCEPT, the question asks the reader to find which of the choices is not mentioned in the passage. Choices B, C, and D are mentioned in the second paragraph.
18. **D** In this context, the word “period” means “time.” A clue to the meaning is in the sentence “During the 1920’s she was editor of *The Dial*, an important literary magazine of the period” (lines 12-13).
19. **B** The passage states in lines 13-14 that “she lived . . . mostly in Brooklyn.” Although Moore did live in the other locations cited, she did not spend “most of her adult life” in any one of them.
20. **D** In this context, “succeeding” means “later.” Note that it is important to refer back to the passage to choose the correct answer since (A) and (B) can also mean “succeeding” in other contexts.
21. **C** In this sentence, “it” refers to the necessity of earning a living (lines 20-21).
22. **C** The idea that Moore wrote because she wanted to express herself is stated in lines 21-22.

Questions 23-30

23. **A** Although weather, gravity, and clouds are all mentioned, the passage primarily discusses how raindrops behave and why they fall.
24. **B** In this context, the word “minute” means “tiny” or “small.” The passage mentions small size several times.
25. **C** The words “move and lift” (line 4) are clues that the meaning of “motion” is “movement.”
26. **A** This question asks the reader to interpret the information in lines 4-5 that discusses the effects of air currents on water droplets.
27. **A** The phrase “moving about chaotically without fixed direction” (lines 7-8) supports the conclusion that the meaning of “random” is “unpredictable.”
28. **C** The answer can be inferred from the sentence “Only when the droplet grows to a diameter of 0.008 inch or larger can it fall from the cloud” (lines 11-12).
29. **D** In line 12 the author states that “the average raindrop contains a million times as much” One million can also be written as 1,000,000.
30. **B** “The growth of a cloud droplet” (line 13) and “This important growth” (line 14) indicate that “coalescence” refers to growth.

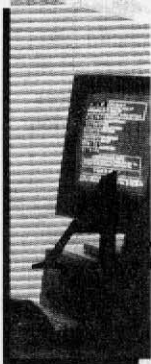
Questions 31-40

31. **C** While all of the answer choices make some reference to mathematics, the development of math ability in children is the main topic. The idea of development occurs throughout the passage.
32. **A** The sentence that begins “Not long after learning to walk and talk, they can set the table with impressive accuracy” (lines 3-4) provides information about when children learn simple counting.
33. **C** Note that it is important to refer to the passage to select the correct answer since (D) can also mean “illuminated” in another context.
34. **D** The answer can be deduced from the information in line 14. “Short stout” and “tall thin” refer to the shapes of containers.
35. **A** The correct answer is stated in lines 15-16: “children readily report the number of blue or red pencils”
36. **D** “They” refers to the subject of the previous sentence, “Such studies” (line 16).
37. **C** A prerequisite is something that is required, or needed, before some other thing is possible. In this situation, you must know the meaning of the word being tested; context alone is not sufficient.

38. **B** The word “itself” refers to the noun phrase that precedes the parenthetical information that is set off by dashes. The dashes indicate extra information that is considered as separate from the main part of the sentence.
39. **A** **NOTE:** By using the word **LEAST**, the question asks the reader to decide which of the statements contradicts the information given in the passage. Review the passage to check how the information in each of the choices is presented in the passage.
40. **B** You should read the specific lines indicated to find which ones contain the information asked for in the question. In this case, the subjunctive form, “if a child were secluded . . . ,” is used to state a hypothetical, not real, situation.

Questions 41-50

41. **A** Throughout the passage the author stresses the fact that people have known a lot about plants for a very long time. See lines 2-3, 5-6, 8-10, 14, 15, and 18-20.
42. **C** In this context, “peculiar” means “unusual.” There is a clue to this meaning in the statement that “botany . . . was the one field of awareness about which humans had anything more than the vaguest of insights” (lines 1-3). This means that people knew a lot about plants, probably more than they knew about other areas.
43. **B** “This is logical” refers to the preceding information, which states that humans had a lot of detailed knowledge about plants because plants were important to them.
44. **C** This phrase refers to each plant since “plants” is the only logical referent.
45. **D** The passage states in lines 12-13 that “the more industrialized we become . . . the less distinct our knowledge of botany grows.” This means that people now have less direct contact with plants than they had previously. This same idea is also stated in lines 19-22.
46. **C** Roses, apples, and orchids are common plants with which most people are familiar.
47. **C** The answer to this question is directly stated in lines 16-17.
48. **B** “Managed” is the answer because it is the only choice that means “controlled.”
49. **C** Botany (the study of plants) is related to agriculture (the growing of plants for food) as zoology (the study of animals) is related to sheep raising (the raising of animals for food).
50. **B** You should read the specific lines indicated to find which contain the information asked for in the question. The benefits people derive from plants are presented in lines 6-8.



Answer Key

Practice Section 3

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



Unit **C**

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Important: Although the same *types of questions* found in this workbook will be used when you take TOEFL at a test center, **the questions in the following practice tests will not be used at an actual test administration.** New questions are developed by test specialists at Educational Testing Service for **every** TOEFL test administered.

The number of questions in each test edition will vary from one administration to another. Therefore, at some TOEFL test administrations the amount of time required may be somewhat longer than the time allotted for practice tests in this workbook.



Making the Practice Tests

In Unit C, you have an opportunity to take six practice TOEFL tests. The practice material in this unit will give you a good idea of what to expect on the day of the test in terms of the types of questions you will be asked and the time limits you will have for the three sections. You will learn, for example, that the time allotted for a test section must be used for reading the directions as well as answering the questions.

You must follow strict rules and procedures when you take TOEFL at a test center. Try to take these practice tests the same way you would if you were taking an actual TOEFL test.

- Plan to spend two hours in a **quiet room without any interruptions** to take the practice tests.
- Each test section 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 a clock to time Section 2 (25 minutes) and Section 3 (55 minutes).
- Have two sharpened black lead pencils and an eraser.
- Test your cassette player to be sure it works properly.
- Remove any dictionaries, study materials, note paper, and food from your work area.
- If necessary, review "How to Mark Your TOEFL Answer Sheet" on page 16 before going any further.

When you are ready to take the practice tests, do the following:

- Put the cassette in your player so the words "Unit C: Practice Test A" face up.
- Remove the answer sheet on page 83 from the workbook.
- Place the answer sheet and workbook opened to page 85 on your desk or table.
- Turn on your cassette player. Listen to the directions and follow the instructions you hear.
- Mark your answers to the questions on the answer sheet.

Remember —

- As you are taking the practice tests, work rapidly but carefully. Do not spend too much time on any one question.
- Some of the questions are 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.
- Mark your answer choices only on your answer sheet. During an actual TOEFL test, you may NOT use note paper, and you should NOT write or make any marks in the test section of your workbook. If you mark anything in the test book on the day of the actual test, it will be considered cheating.
- Mark only one answer for each question. Fill in the space completely so you cannot see the letter inside the oval. The electronic machine that scans the actual answer sheets may not be able to read light or partial marks.
- If you finish one section early, do NOT go on to the next section until time is up. During the time that remains, check your work on that section only. If you do not follow this rule when you take an actual TOEFL test, it will be considered cheating, and your scores will be canceled.

Important —

When you have completed the practice tests, you may skip the review section (starting on page 297) if you wish and go back to it later. However, it is important for you to read “Test of Written English” in Unit E (page 371) before working on the last test exercise. **On some test dates you will be required to write a short essay.** Unit E provides information about the TWE test, samples of an essay, and topics for you to use for practice.

Section 1

Listening Comprehension

1

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three 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. When you take the actual TOEFL test, you will not be allowed to take notes or write in your test book. Try to work on **Practice Test A** in the same way.

Part A

Directions: In Part A, you will hear short conversations between two 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 four possible answers in your 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

In your book, you read:

- (A) He doesn't like the painting either.
- (B) He doesn't know how to paint.
- (C) He doesn't have any paintings.
- (D) He doesn't 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 doesn't like the painting either." Therefore, the correct choice is (A).

Wait

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 four possible answers in your 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.

Remember, you should **not** take notes or write on your test pages.



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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 four possible answers in your 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:

Now listen to a sample question.

Sample Answer

(A) (B) ● (D)

- In your book, you read:
- (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 choice is (C).

Now listen to another sample question.

Sample Answer

(A) (B) (C) ●

- In your book, you read:
- (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).

Remember, you should **not** take notes or write on your test pages.

Wait

Section 2

Structure and Written Expression

2

Time: 25 minutes (including the reading of the 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 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

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

Sample Answer

A B C D

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

Example II

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

Sample Answer

A B C D

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.



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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 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

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

Sample Answer

A B C D

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

Example II

Serving several term in Congress, Shirley Chisholm
 A B
 became an important United States politician.
 C D

Sample Answer

A B C D

The sentence should read, "Serving several terms in Congress, Shirley Chisholm became an important United States politician." Therefore, you should choose (B).

Now begin work on the questions.



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 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 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 I

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.

Sample Answer

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

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

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

Sample Answer

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

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.





Practice Test A

Answer Sheet — Horizontal Format

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

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Practice Test C

Answer Sheet — Horizontal Format

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

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Practice Test E

Answer Sheet — Horizontal Format

Section 1	Section 2	Section 3
1 (A) (B) (C) (D)	1 (A) (B) (C) (D)	1 (A) (B) (C) (D)
2 (A) (B) (C) (D)	2 (A) (B) (C) (D)	2 (A) (B) (C) (D)
3 (A) (B) (C) (D)	3 (A) (B) (C) (D)	3 (A) (B) (C) (D)
4 (A) (B) (C) (D)	4 (A) (B) (C) (D)	4 (A) (B) (C) (D)
5 (A) (B) (C) (D)	5 (A) (B) (C) (D)	5 (A) (B) (C) (D)
6 (A) (B) (C) (D)	6 (A) (B) (C) (D)	6 (A) (B) (C) (D)
7 (A) (B) (C) (D)	7 (A) (B) (C) (D)	7 (A) (B) (C) (D)
8 (A) (B) (C) (D)	8 (A) (B) (C) (D)	8 (A) (B) (C) (D)
9 (A) (B) (C) (D)	9 (A) (B) (C) (D)	9 (A) (B) (C) (D)
10 (A) (B) (C) (D)	10 (A) (B) (C) (D)	10 (A) (B) (C) (D)
11 (A) (B) (C) (D)	11 (A) (B) (C) (D)	11 (A) (B) (C) (D)
12 (A) (B) (C) (D)	12 (A) (B) (C) (D)	12 (A) (B) (C) (D)
13 (A) (B) (C) (D)	13 (A) (B) (C) (D)	13 (A) (B) (C) (D)
14 (A) (B) (C) (D)	14 (A) (B) (C) (D)	14 (A) (B) (C) (D)
15 (A) (B) (C) (D)	15 (A) (B) (C) (D)	15 (A) (B) (C) (D)
16 (A) (B) (C) (D)	16 (A) (B) (C) (D)	16 (A) (B) (C) (D)
17 (A) (B) (C) (D)	17 (A) (B) (C) (D)	17 (A) (B) (C) (D)
18 (A) (B) (C) (D)	18 (A) (B) (C) (D)	18 (A) (B) (C) (D)
19 (A) (B) (C) (D)	19 (A) (B) (C) (D)	19 (A) (B) (C) (D)
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Practice Test F

Answer Sheet — Horizontal Format

Section 1	Section 2	Section 3
1 (A) (B) (C) (D)	1 (A) (B) (C) (D)	1 (A) (B) (C) (D)
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Practice Test A – Listening (Part A)

1.
 - (A) Go to the movies with the man.
 - (B) Take her brother to the movies.
 - (C) Eat at her brother's.
 - (D) Cook dinner with Lois.

2.
 - (A) The man should have offered his assistance earlier.
 - (B) She doesn't need the man's help.
 - (C) She didn't realize the boxes were empty.
 - (D) She wants the man to move the boxes.

3.
 - (A) He'd like to have the windows open.
 - (B) He rarely leaves the windows open.
 - (C) He thinks the air is polluted.
 - (D) He'll help her close the windows.

4.
 - (A) The results might be ready tomorrow.
 - (B) The man needs another test tomorrow.
 - (C) The results were called in last night.
 - (D) The doctor called the lab last night.

5.
 - (A) She doesn't remember much about Portland.
 - (B) She's never been to Portland.
 - (C) She knows someone else who could help him.
 - (D) She'd be happy to talk to the man later.

6.
 - (A) Turn down the volume.
 - (B) Help the man study for a test.
 - (C) Play a different kind of music.
 - (D) Speak louder.

7.
 - (A) She forgot when the report was due.
 - (B) She'd like the man to help her with the report.
 - (C) She needs more time to finish the report.
 - (D) She hasn't included any data in her report.

8.
 - (A) The cat is a lot of trouble.
 - (B) The cat is quite friendly.
 - (C) He doesn't gel along with Debbie.
 - (D) He's glad Debbie gave him the cat.

9.
 - (A) Try to get a seat next to the window.
 - (B) Find another passenger going to Cleveland.
 - (C) Ask for information about the departure time.
 - (D) Find out if there are any seats led on the bus.

10.
 - (A) She forgot to stop at the store.
 - (B) The man shouldn't eat the fish.
 - (C) The fish is safe to eat.
 - (D) The food shouldn't be reheated.

- 11.
- (A) She won't be able to go with the man.
 - (B) She doesn't think Frank is arriving until tomorrow morning.
 - (C) She has to pick up Frank at 2:00.
 - (D) She doesn't know when her class will end.
- 12.
- (A) He watched the television program with his mother.
 - (B) His mother told him his professor was on television.
 - (C) Answering the phone caused him to miss the television program.
 - (D) His mother missed the television program.
- 13.
- (A) The pool will be open all week.
 - (B) The weather will cool down soon.
 - (C) The woman should go swimming.
 - (D) He prefers to stay inside in hot weather.
- 14.
- (A) He may not have enough time to cook.
 - (B) He may spend more money on food next semester.
 - (C) He may gain weight if he does his own cooking.
 - (D) He may not enjoy cooking.
- 15.
- (A) He's tired.
 - (B) He lost the race.
 - (C) He has already been to the top of the hill.
 - (D) He prefers doing exercise indoors.
- 16.
- (A) The doctor only has time on Tuesdays.
 - (B) The doctor is busy on Tuesday morning.
 - (C) The man must come more than one time.
 - (D) The man must arrive on time.
- 17.
- (A) Eat dinner at the cafeteria.
 - (B) Find out when the cafeteria opens.
 - (C) Meet her in the cafeteria this evening.
 - (D) Try to get a job at the cafeteria.
- 18.
- (A) Drive on through the night.
 - (B) Check out of the motel.
 - (C) Cancel their motel reservations.
 - (D) Stop driving for the rest of the day.
- 19.
- (A) She doesn't want to take the course this semester.
 - (B) She thought the class would be easy.
 - (C) She will have thirteen credits after she completes the class.
 - (D) She's surprised that all the sections are filled.
- 20.
- (A) She doesn't like to drink coffee.
 - (B) She's not upset by the accident.
 - (C) The man should apologize.
 - (D) The man has spilled coffee on her before.

- 21.
- (A) The man will have to buy a new shirt.
 - (B) The shirt looks just like the man's new one.
 - (C) The shirt can be repaired easily.
 - (D) The man shouldn't put sharp objects in his shirt pocket.
- 22.
- (A) The jackets sold out quickly.
 - (B) The sale ended yesterday.
 - (C) He'll check with the sales clerk.
 - (D) The woman might find a jacket on sale.
- 23.
- (A) She likes to drive when she travels.
 - (B) She doesn't want to go to Chicago.
 - (C) She doesn't know how much the train trip will cost.
 - (D) It's cheaper to go to Chicago by car.
- 24.
- (A) The man paid a lot to join the gym.
 - (B) The man has been working too hard.
 - (C) The man has improved his physical condition.
 - (D) The man should ask for more pay.
- 25.
- (A) She prefers hot weather.
 - (B) The man should visit Washington when it's cooler.
 - (C) She agrees that going to the beach would have been better.
 - (D) Visiting Washington is enjoyable despite the heat.
- 26.
- (A) She'll help the man clean up the spill.
 - (B) Timmy should be more careful.
 - (C) The man should be more understanding.
 - (D) Timmy isn't well behaved for his age.
- 27.
- (A) He can meet the woman on Wednesday.
 - (B) He won't be ready until next week.
 - (C) He's available any day except Wednesday.
 - (D) He needs to do the history project before Wednesday.
- 28.
- (A) Go to a field hockey practice.
 - (B) Try out for the Held hockey team.
 - (C) Get tickets to see the championship game.
 - (D) Receive an award for winning a championship.
- 29.
- (A) She wants to check the weather before deciding.
 - (B) She has a problem with her hearing.
 - (C) She'd enjoy coming to dinner another time.
 - (D) She wants the man to help her with some work.
- 30.
- (A) The back of the drawer has fallen off.
 - (B) The man doesn't have any soap.
 - (C) The cabinet is too heavy to move.
 - (D) Something is blocking the back of the drawer.

Practice Test A – Listening (Part B)

- 31.
- (A) There aren't enough cabinets.
 - (B) There is too much noise.
 - (C) Office supplies are taking up space.
 - (D) Some teaching assistants don't have desks.
- 32.
- (A) To chat with Jack socially.
 - (B) To get help in the course.
 - (C) To hand in their assignments.
 - (D) To practice giving interviews.
- 33.
- (A) Give Jack a different office.
 - (B) Complain to the department head.
 - (C) Move the supplies to the storage room.
 - (D) Try to get a room to use for meetings.
- 34.
- (A) They'd have to get permission.
 - (B) Jack wouldn't like it.
 - (C) She thinks it might work.
 - (D) The other assistants should be consulted.
- 35.
- (A) Mating habits of squid and octopus.
 - (B) The evolution of certain forms of sea life.
 - (C) The study of marine shells.
 - (D) Survival skills of sea creatures.
- 36.
- (A) He didn't understand the lecture.
 - (B) He wants to borrow her notes next week.
 - (C) He needs help with a makeup exam.
 - (D) He was sick and unable to attend.
- 37.
- (A) Some sea creatures developed vertebrae.
 - (B) The first giant squid was captured.
 - (C) Some sea creatures shed their shells.
 - (D) Sea life became more intelligent.
- 38.
- (A) She has always believed they exist.
 - (B) She heard about them in New Zealand.
 - (C) Stories about them may be based on giant squid.
 - (D) The instructor mentioned them in the lecture.

Practice Test A – Listening (Part C)

- 39.
- (A) To explain a new requirement for graduation.
 - (B) To interest students in a community service project.
 - (C) To discuss the problems of elementary school students.
 - (D) To recruit elementary school teachers for a special program.
- 40.
- (A) To Find jobs for graduating students.
 - (B) To help education majors prepare for final exams.
 - (C) To offer tutorials to elementary school students.
 - (D) To provide funding for a community service project.
- 41.
- (A) He advises students participating in a special program.
 - (B) He teaches part-time in an elementary school.
 - (C) He observes elementary school students in the classroom.
 - (D) He helps students prepare their resumes.
- 42.
- (A) Contact the elementary school.
 - (B) Sign up for a special class.
 - (C) Submit a resume to the dean.
 - (D) Talk to Professor Dodge.
- 43.
- (A) To prepare students for the next reading assignment.
 - (B) To provide background information for a class discussion.
 - (C) To review material from a previous lesson.
 - (D) To prepare for a quiz on chapter six.
- 44.
- (A) Insurance companies.
 - (B) Sailors.
 - (C) Manufacturers.
 - (D) Merchants.
- 45.
- (A) The distance the merchandise had to be shipped.
 - (B) The number of insurance companies available at the time.
 - (C) The amount of danger involved in shipping the goods.
 - (D) The type of vessel used to transport the goods.
- 46.
- (A) Only four types of policies still exist today.
 - (B) They are cheaper than the ones in the Middle Ages.
 - (C) They include features similar to earlier policies.
 - (D) The interest rates are based on early methods of calculation.

47.

- (A) The oxygen level in the water.
- (B) The angle of the treadmill.
- (C) The weights on the divers.
- (D) The temperature of the water.

48.

- (A) Walking on Mars will be easier than walking on the Moon.
- (B) There is more gravity on the Moon than on Mars.
- (C) Walking quickly will be difficult on Mars.
- (D) Astronauts on Mars will require more oxygen than will astronauts on the Moon.

49.

- (A) They look short, quick steps.
- (B) They were pulled off of the treadmill.
- (C) They lost their balance.
- (D) They look longer, coordinated steps.

50.

- (A) Martian suits will have larger air tanks.
- (B) Martian suits will be equipped with special weights.
- (C) Martian suits will be more flexible.
- (D) Martian suits will be less durable.

Answers (Practice Test A – Listening)

Question Number	Answer	Level of Difficulty	Answered Correctly
1	C	Easy	92%
2	B	Easy	90%
3	A	Easy	90%
4	A	Easy	88%
5	A	Easy	95%
6	A	Easy	93%
7	C	Easy	93%
8	A	Medium	80%
9	C	Easy	84%
10	B	Medium	83%
11	A	Easy	88%
12	B	Easy	88%
13	B	Easy	86%
14	A	Medium	73%
15	A	Medium	83%
16	B	Medium	81%
17	D	Medium	75%
18	D	Medium	77%
19	D	Medium	72%
20	C	Medium	74%
21	C	Medium	76%
22	D	Medium	59%
23	D	Medium	76%
24	C	Medium	72%
25	D	Medium	68%
26	C	Medium	75%
26	C	Difficult	58%
28	A	Medium	62%
29	C	Difficult	41%
30	D	Difficult	48%
31	B	Easy	93%
32	B	Medium	78%
33	D	Medium	78%
34	C	Medium	73%
35	B	Medium	69%
36	D	Medium	51%
37	B	Difficult	59%
38	B	Medium	59%
39	D	Medium	75%
40	C	Medium	67%
41	A	Medium	68%
42	D	Medium	62%
43	B	Medium	66%
44	D	Difficult	46%
45	C	Medium	59%
46	C	Difficult	49%
47	C	Difficult	53%
48	A	Difficult	60%

49	D	Difficult	35%
50	C	Difficult	46%

Practice Test A – Listening Comprehension

(Part A) Script

- (man) Would you like to go to the movies with Lois and me on Friday?

(woman) I wish I could, but I'm having dinner at my brother's

(narrator) What will [he woman do on Friday?
- (man) Need a hand with those boxes?

(woman) That's OK. I can manage. They're empty.

(narrator) What does the woman mean?
- (woman) Do you want the windows open or closed?

(man) I almost always prefer fresh air. if possible.

(narrator) What does the man imply?
- (man) Hello. This is Mark Smith. I'm calling to see if my blood test results are in.

(woman) Dr. Miller just sent them to the lab last night, so the earliest they could be back is tomorrow.

(narrator) What does the woman mean?
- (man) I need to talk to someone who knows a lot about Portland. Someone said you lived there.

(woman) Oh, but I was really young at the time.

(narrator) What does the woman imply?
- (man) Do you have to play that music so loud? I've got a test tomorrow!

(woman) Sorry, I didn't realize you were studying.

(narrator) What will the woman probably do?
- (man) Pam. I don't understand the problem. You've known for months this report was due today.

(woman) I know . . . but I'm afraid I need another few days. The data was harder to interpret than I thought it would be.

(narrator) What does the woman mean?

8. *(woman)* So how are you getting along with Debbie's cat?
- (man)* Well, she never comes when I call her, she spills her food, and she sheds all over the place. I can't wait till Debbie gets back.
- (narrator)* What does the man imply?
9. *(man)* This crazy bus schedule has got me completely frustrated I can't for the life of me figure out when my bus to Cleveland leaves.
- (woman)* Why don't you just go up to the ticket window and ask?
- (narrator)* What does the woman suggest the man do?
10. *(man)* I bought this fish to cook for my dinner tonight, but it doesn't look all that fresh to me now. Would you say it's still all right to eat?
- (woman)* Let's take a look. . . . Oh, if I were you. I wouldn't even think of it.
- (narrator)* What does the woman mean?
11. *(man)* Would you like to go with me to the airport to pick up Frank?
- (woman)* I'd like to, but I have class till 2:00. And I know Frank's decided to take the early flight.
- (narrator)* What does the woman imply?
12. *(woman)* Did you catch our very own Professor Stiller on TV last night?
- (man)* I almost missed "it! But my mother just happened to be watching at home and gave me a call.
- (narrator)* What does the man mean?
13. *(woman)* These summer days are getting to be more than I can take. It was even too hot to go to the pool yesterday.
- (man)* Hold on; according to the weather report we should have some relief by the end of the week.
- (narrator)* What does the man mean?
14. *(man)* My roommate and I have decided to do our own cooking next semester.
- (woman)* Then, I hope you'll have a lighter schedule than this term.
- (narrator)* What problem does the woman think the man may have?

15. *(woman)* Come on, we're almost there. I'll race you to the top of the hill.
(man) I'm so out of shape; I might have to crawl the rest of the way.
(narrator) What can be inferred about the man?
16. *(man)* Yes, hello, this is Robert White calling. Could Dr. Jones see me on Tuesday morning instead of Tuesday afternoon?
(woman) Tuesday morning? Let's see . . . is that the only other time you could come?
(narrator) What does the man imply?
17. *(man)* I really need to make some extra money. I've practically spent my entire budget for the semester.
(woman) You should check out the new cafeteria. I think there're a few openings left in the evening.
(narrator) What does the woman suggest the man do?
18. *(man)* Driving at night always makes me tired. Let's stop for dinner.
(woman) Fine! And let's find a motel, too – instead of continuing on, we can get an early start tomorrow.
(narrator) What will the speakers probably do?
19. *(man)* This notice says that all the introductory psychology classes are closed.
(woman) That can't be true! There're supposed to be thirteen sections of it this semester.
(narrator) What does the woman mean?
20. *(man)* Whoops! Did any of my coffee just spill on you?
(woman) It's hot! Is that all you have to say?
(narrator) What does the woman imply?
21. *(man)* Oh, my shirt sleeve. Must have gotten caught on that nail.
(woman) Here, let me take a look. Hmm . . . with a needle and thread, this can be mended and look just like new.
(narrator) What does the woman mean?
22. *(woman)* I'm looking for a lightweight jacket . . . navy blue . . . medium . . .
(man) Let's see. Have you checked the sales rack in the back? There were still a few there yesterday.
(narrator) What does the man mean?

23. *(man)* I've figured it all out. It looks like it'll take us about six hours to drive from here to Chicago.
- (woman)* It'd be more relaxing to take the train. But, I guess we should watch our expenses.
- (narrator)* What does the woman imply?
24. *(man)* I've been working out at the gym since January so. . . . I'd been wanting to get in better shape.
- (woman)* You look terrific! Seems like all your hard work has paid off.
- (narrator)* What does the woman mean?
25. *(man)* This heat is unbearable. If only we'd gone to the beach instead.
- (woman)* Why with the museums and restaurants in Washington, I'd be happy here no matter what the weather.
- (narrator)* What does the woman mean?
26. *(man)* I don't know what to do with Timmy. This morning I found orange juice spilled all over the kitchen floor.
- (woman)* Don't be so hard on him. He's only four.
- (narrator)* What does the woman imply?
27. *(woman)* When's a good time to get together to discuss our history project?
- (man)* Other than this Wednesday, one day's as good as the next.
- (narrator)* What does the man mean?
28. *(man)* Congratulations! I heard your field hockey team is going to the mid-Atlantic championships!
- (woman)* Yeah! Now we' re all working hard to get ready for our game tomorrow.
- (narrator)* What will the woman probably do this afternoon?
29. *(man)* Can you come over for dinner tonight?
- (woman)* I'm up to my ears in work, so I'll have to take a rain check.
- (narrator)* What does the woman mean?
30. *(woman)* If you rub some soap on that drawer, it might stop sticking.
- (man)* Well, maybe, but if I took out the paper that has fallen down in back, that would help, for sure.
- (narrator)* What is the problem?

**Practice Test A – Listening Comprehension
(Part B) Script**

Questions 31 through 34. Listen to a conversation between two teaching assistants.

- (woman) Stan, do you have a minute?
- (man) Oh, hi. Cathy. Sure. What's up?
- (woman) Well. I've been meaning to talk to you about the situation in the office.
- (man) I'm not in there very often. It's so noisy that I can't work.
- (woman) That's exactly what I'm getting at. We're supposed to be able to do our preparation and marking in that office, but have you noticed? Jack constantly has students coming in to get help with his course. A lot of people are going in and out.
- (man) Has anybody spoken to him about it?
- (woman) No, not yet, but someone's going to have to.
- (man) We can't really ask him to stop having students come in for help, can we?
- (woman) No, of course not. But I'm not able to do my work and neither are you. I imagine it's the same for the others in the office.
- (man) Hmm, could we ask for a kind of meeting room? When TA's have to talk with a student, they could go to the meeting room and not use the office. You know, there's a room down the hall, a rather small room that we could ask to use. It's only for storing supplies.
- (woman) You mean that little storage room? Oh, that would be too small.
- (man) Are you sure? With the cabinets taken out it might be bigger than it looks.
- (woman) Come to think of it, you may be on to something. I'd like to have a look at that room. Can we go there now?
- (man) Sure. Let's go.

31. What problem at the office are Cathy and Stan discussing?

32. Why do Jack's students come to see him?

33. What does Stan suggest they do?

34. What does Cathy say about Stan's suggestion?

Questions 35 through 38. Listen to a conversation between two students.

- (man) I really appreciate your filling me in on yesterday's lecture.
- (woman) No problem. I thought you might want to go over it together. And, anyway, it helps me review. Hope you're feeling better now.
- (man) I am. Thanks. So, you said .she talked about squid? Sounds a little strange.
- (woman) Well, actually, it was about the evolution of sea life —a continuation from last week. The octopus and the squid descended from earlier creatures with shells. They survived by shedding their shells —somewhere between 200 and 500 million years ago.
- (man) That's a pretty long span of time.
- (woman) I know. That's what she said though. To be precise: "Exactly when they emerged is uncertain ... and why is still unexplained."
- (man) Some squid are really huge. Can you imagine something that big if it still had a shell?
- (woman) Actually, it's because they lost their shells that they could evolve to a bigger size.
- (man) Makes sense. But some are really huge. I've read about fishermen that caught squid that weighed over a ton. Did she talk about how that happens?
- (woman) Not really. But she did mention some unusual cases. In 1933 in New Zealand they caught a squid ... let's see here ... it was twenty-two yards long. Its eyes were eighteen inches across. Can you imagine?
- (man) Reminds me of all those stories of sea monsters.
- (woman) Dr. Simpson thinks there are probably even larger ones that haven't been found because squid are intelligent and fast —so they can easily get away from humans. Maybe some of those monster stories are true.

35. What topic are the man and woman discussing?

36. Why docs the man need to talk to the woman about the class?

37. According to the woman what happened 200 to 500 million years ago?

38. What does the woman imply about sea monsters?

Practice Test A – Listening Comprehension (Part C) Script

Questions 39 through 42. Listen to a talk given by the dean of the School of Education.

(man)

Community service is an important component of education here at our university. We encourage all students to volunteer for at least one community activity before they graduate. A new community program called "One On One" helps elementary students who've fallen behind. You education majors might be especially interested in it because it offers the opportunity to do some teaching—that is, tutoring in math and English.

You'd have to volunteer two hours a week for one semester. You can choose to help a child with math, English, or both. Half-hour lessons are fine, so you could do a half hour of each subject two days a week.

Professor Dodge will act as a mentor to the tutors—he'll be available to help you with lesson plans or to offer suggestions for activities. He has office hours every Tuesday and Thursday afternoon. You can sign up for the program with him and begin the tutoring next week.

I'm sure you'll enjoy this community service...and you'll gain valuable experience at the same time. It looks good on your resume, too—showing that you've had experience with children and that you care about your community. If you'd like to sign up, or if you have any questions, stop by Professor Dodge's office this week.

39. What is the purpose of the talk?
40. What is the purpose of the program the dean describes?
41. What does Professor Dodge do?
42. What should students interested in the tutorials do?

Questions 43 through 46. Listen to an instructor in a business class.

(*woman*)

I hope you've all finished reading the assigned chapter on insurance —so that you're prepared for our discussion today. But, before we start. I'd like to mention a few things your text doesn't go into.

It's interesting to note that insurance has existed in some form for a very long time. The earliest insurance policies were what were called bottomry contracts. They provided shipping protection for merchants as far back as 3000 B.C.

In general, the contracts were often no more than verbal agreements. They granted loans to merchants with the understanding that if a particular shipment of goods was lost at sea, the loan didn't have to be repaid. Interest on the loans varied according to how risky it was to transport the goods. During periods of heavy piracy at sea, for example, the amount of interest and the cost of the policy went up considerably.

So, you can see how insurance helped encourage international trade. Even the most cautious merchants became willing to risk shipping their goods over long distances —not to mention in hazardous weather conditions —when they had this kind of protection available.

Generally speaking, the basic form of an insurance policy has been pretty much the same since the Middle Ages. There are four points that were salient then and remain paramount in all policies today. These were outlined in chapter six and will serve as the basis for the rest of today's discussion. Can anyone tell me what one of those points might be?

43. What is the purpose of the instructor's talk?
44. Who were the first insurance contracts designed to protect?
45. What does the instructor say determined the cost of early insurance policies?
46. What does the instructor say about current insurance policies?

Questions 47 through 50. Listen to a talk on the radio about a research project.

(man)

Located at the NASA Research Center in Iowa is a 5,000-gallon vat of water, and inside the tank is an underwater treadmill designed by Dava Newman, an aerospace engineer. For four years Newman observed scuba divers as they simulated walking on the Moon and on Mars on her underwater moving belt. She wanted to discover how the gravity of the Moon and of Mars would affect human movement.

To do this, Newman attached weights to the divers and then lowered them into the tank and onto the treadmill. These weights were carefully adjusted so that the divers could experience the underwater gravity of the Moon and of Mars as they walked on the treadmill. Newman concluded that walking on Mars will probably be easier than walking on the Moon. The Moon has less gravity than Mars does, so at lunar gravity, the divers struggled to keep their balance and walked awkwardly. But at Martian gravity, the divers had greater traction and stability and could easily adjust to a pace of 1.5 miles per hour. As Newman gradually increased the speed of the treadmill, the divers took longer, graceful strides until they comfortably settled into an even quicker pace. Newman also noted that at Martian gravity, the divers needed less oxygen.

The data Newman collected will help in the future design of Martian space suits. Compared to lunar space suits, Martian space suits will require smaller air tanks; and to allow for freer movement, the elbow and knee areas of the space suits will also be altered.

47. What did Newman change so that the divers could experience different gravity levels?
48. Why will Martian space suits be designed differently from lunar space suits?
49. What happened to the divers at Martian gravity when the speed of the treadmill was increased?
50. What is one way that the design of Martian space suits will differ from lunar space suits?

Practice Test A - Structure

- Dairy farming is _____ leading agricultural activity in the United States.
(A) a
(B) at
(C) then
(D) none
- Although thunder and lightening are produced at the same time, light waves travel faster _____, so we see the lightening before we hear the thunder.
(A) than sound waves do
(B) than sound waves are
(C) do sound waves
(D) sound waves
- Beef cattle _____ of all livestock for economic growth in certain geographic regions.
(A) the most are important
(B) are the most important
(C) the most important are
(D) that are the most important
- The discovery of the halftone process in photography in 1881 made it _____ photographs in books and newspapers.
(A) the possible reproduction
(B) possible to reproduce
(C) the possibility of reproducing
(D) possibly reproduce
- Flag Day is a legal holiday only in the state of Pennsylvania, _____ Betsy Ross sewed the first American flag.
(A) which
(B) where
(C) that
(D) has
- _____ vastness of the Grand Canyon, it is difficult to capture it in a single photograph.
(A) While the
(B) The
(C) For the
(D) Because of the
- Speciation, _____, results when an animal population becomes isolated by some factor, usually geographic.
(A) form biological species
(B) biological species are formed
(C) which forming biological species
(D) the formation of biological species
- In its pure state antimony has no important uses, but _____ with other substances, it is extremely useful metal.
(A) when combined physically or chemically
(B) combined when physically or chemically
(C) the physical and chemical combination
(D) it is combined physically and chemically

9. The dawn redwood appears _____ some 100 million years ago in northern forests around the world.
- (A) was flourished
 - (B) having to flourished
 - (C) to have flourished
 - (D) have flourished
10. Beginning in the Middle Ages, composers of Western music used a system of notating their compositions _____ be performed by musicians.
- (A) will
 - (B) that
 - (C) and when to
 - (D) so they could
11. Civil Rights are the freedoms and rights _____ as a member of a community, state, or nation.
- (A) may have a person
 - (B) may have a person who
 - (C) a person may have
 - (D) and a person may have
12. Richard Wright enjoyed success and influence _____ among Black American writers of his era.
- (A) were unparalleled
 - (B) are unparalleled
 - (C) unparalleled
 - (D) the unparalleled
13. _____ of large mammals once dominated the North American Prairies: the American bison and the pronghorn antelope.
- (A) There are two species
 - (B) With two species
 - (C) Two species are
 - (D) Two species
14. Franklin D. Roosevelt was _____ the great force of radio and the opportunity it provided for taking government policies directly to the people.
- (A) as the first President he understood fully
 - (B) the first President that, to fully understand
 - (C) the first President fully understand
 - (D) the first President to understand fully
15. During the late fifteenth century, _____ of the native societies of America had professions in the fields of arts and crafts.
- (A) only a few
 - (B) a few but
 - (C) few, but only
 - (D) a few only

Practice Test A – Written Expression

16. The firstly naval battle of the Revolutionary War was fought off the coast of Machias, Maine, in June 1775.
17. The public ceremonies of the Plains Indians are lesser elaborate than those of the Navajo in the Southwest.
18. In some species of fish, such the three-spined stickleback, the male, not the female, performs the task of caring for the young.
19. When she retires in September 1989, tennis champion Christine Evert was the most famous woman athlete in the United States.
20. The ancient Romans used vessels equipped with sails and banks of oars to transporting their armies.
21. Dinosaurs are traditionally classified as cold-blooded reptiles, but recent evidence based on eating habits, posture, and skeletal structural suggests some may have been warm-blooded.
22. Since the Great Depression of the 1930' s, social programs such as Social Security have been built into the economy to help avert severity business declines.
23. In the 1970' s consumer activities succeeded in promoting laws that set safety standards for automobiles, children' s clothing, and a widely range of household products.
24. Zoos in New Orleans, San Diego, Detroit, and the Bronx have become biological parks where animals roams free and people watch from across a moat.

25. In human beings, as in other mammals, hairs around the eyes are ears and in the nose prevent dust, insects, and other matter from entering these organs.
26. The Rocky Mountains were explored by fur traders during the early 1800' s in a decades preceding the United States Civil War.
27. The works of the author Herman Melville are literary creations of a high order, blending fact, fiction, adventure, and subtle symbolic.
28. Each chemical element is characterized to the number of protons that an atom of that element contains, called its atomic number.
29. The body structure that developed in birds over millions of years is well designed for flight, being both lightly in weight and remarkably strong.
30. From 1905 to 1920, American novelist Edith Wharton was at the height of her writing career, publishing of her three most famous novels.
31. In the early twentieth century, there was considerable interesting among sociologists in the fact that in the United States the family was losing its traditional roles.
32. Although pure diamond is colorless and transparent, when contaminated with other material it may appear in various color, ranging from pastels to opaque black.
33. Comparative anatomy is concerned to the structural differences among animal forms.

34. A seismograph records oscillation of the ground caused by seismic waves, vibrations that travel from its point of origin through the Earth or along its surface.
35. Electric lamps came into widespread use during the early 1900' s and have replaced other type of fat, gas, or oil lamps for almost every purpose.
36. Located in Canada, the Columbia Icefield covers area of 120 square miles and is 3,300 feet thick in some places.
37. Composer Richard Rodgers and lyricist Oscar Hammerstein II brought to the musical *Oklahoma!* extensive musical and theatrical backgrounds as well as familiar with the traditional forms of Operetta and musical comedy.
38. Because of its vast tracts of virtually uninhabited northern forest, Canada has one of the lowest population density in the world.
39. Rice, which it still forms the staple diet of much of the world' s population, grows best in hot, wet lands.
40. Government money appropriated for art in the 1930' s made possible hundreds of murals and statues still admiration in small towns all over the United States.

Practice Test A – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	A	Easy	93%
2	A	Easy	84%
3	B	Easy	93%
4	B	Easy	83%
5	B	Medium	78%
6	D	Easy	82%
7	D	Medium	76%
8	A	Medium	67%
9	C	Medium	65%
10	D	Medium	66%
11	C	Difficult	54%
12	C	Medium	62%
13	D	Difficult	41%
14	D	Difficult	45%
15	A	Easy	95%
16	A	Easy	90%
17	B	Easy	83%
18	B	Medium	81%
19	A	Easy	86%
20	D	Easy	86%
21	C	Medium	72%
22	D	Medium	75%
23	D	Medium	73%
24	C	Medium	73%
25	A	Medium	72%
26	C	Medium	72%
26	D	Medium	67%
28	B	Medium	58%
29	D	Medium	70%
30	C	Medium	68%
31	A	Medium	66%
32	D	Medium	60%
33	A	Medium	65%
34	C	Difficult	45%
35	B	Medium	63%
36	A	Difficult	43%
37	C	Difficult	37%
38	D	Difficult	30%
39	A	Difficult	50%
40	C	Medium	67%

Practice Test A – Reading

Question 1- 10

- The conservatism of the early English colonists in North America, their strong attachment to the English way of doing things, would play a major part in the furniture that was made in New England. The very tools that the first New England furniture makers used were, after all, not much different from those used for centuries – even millennia: basic hammers, saws, chisels, planes, augers, compasses, and measures. These were the tools used more or less by all people who worked with wood: carpenters, barrel makers, and shipwrights. At most the furniture makers might have had planes with special edges or more delicate chisels, but there could not have been much specialization in the early years of the colonies.
- (10) The furniture makers in those early decades of the 1600' s were known as “joiners,” for the primary method of constructing furniture, at least among the English of this time, was that of mortise-and-tenon joinery. The mortise is the hole chiseled and cut into one piece of wood, while the tenon is the tongue or protruding element shaped from another piece of wood so that it fits into the mortise; and another small hole is then drilled (with the auger) through the mortised end and the tenon so that a whittled peg can secure the joint – thus the term “joiner.” Panels were fitted into slots on the basic frames. This kind of construction was used for making everything from houses to chests.
- (15) Relatively little hardware was used during this period. Some nails – forged by hand – were used, but no screws or glue. Hinges were often made of leather, but metal hinges were also used. The cruder varieties were made by blacksmiths in the colonies, but the finer metal elements were imported. Locks and escutcheon plates – the latter to shield the wood from the metal key – would often be imported.
- (20) Above all, what the early English colonists imported was their knowledge of, familiarity with, and dedication to the traditional types and designs of furniture they knew in England.
- (25)

1. The phrase “attachment to” in line 2 is closest in meaning to
 - (A) control of
 - (B) distance from
 - (C) curiosity about
 - (D) preference for
2. The word “protruding” in line 13 is closest in meaning to
 - (A) parallel
 - (B) simple
 - (C) projecting
 - (D) important

3. The relationship of a mortise and a tenon is most similar to that of
- (A) a lock and a key
 - (B) a book and its cover
 - (C) a cup and a saucer
 - (D) a hammer and a nail
4. For what purpose did woodworkers use an auger
- (A) To whittle a peg
 - (B) To make a tenon
 - (C) To drill a hole
 - (D) To measure a panel
5. Which of the following were NOT used in the construction of colonial furniture?
- (A) Mortises
 - (B) Nails
 - (C) Hinges
 - (D) Screws
6. The author implies that colonial metalworkers were
- (A) unable to make elaborate parts
 - (B) more skilled than woodworkers
 - (C) more conservative than other colonists
 - (D) frequently employed by joiners
7. The word “shield” in line 23 is closest in meaning to
- (A) decorate
 - (B) copy
 - (C) shape
 - (D) protect
8. The word “they” in line 25 refers to
- (A) designs
 - (B) types
 - (C) colonists
 - (D) all
9. The author implies that the colonial joiners
- (A) were highly paid
 - (B) based their furniture on English models
 - (C) used many specialized tools
 - (D) had to adjust to using new kinds of wood in New England
10. Which of the following terms does the author explain in the passage?
- (A) “millennia” (line 5)
 - (B) “joiners” (line 10)
 - (C) “whittled” (line 15)
 - (D) “blacksmiths” (line 21)

Question 11 – 20

Line
(5) In addition to their military role, the forts of the nineteenth century provided numerous other benefits for the American West. The establishment of these posts opened new roads and provided for the protection of daring adventurers and expeditions as well as established settlers. Forts also served as bases where enterprising entrepreneurs could bring commerce to the West, providing supplies and refreshments to soldiers as well as to pioneers. Posts like Fort Laramie provided supplies for wagon trains traveling the natural highways toward new frontiers. Some posts became stations for the pony express; still others, such as Fort Davis, were stagecoach stops for weary travelers. All
(10) of these functions, of course, suggest that the contributions of the forts to the civilization and development of the West extended beyond patrol duty.

(15) Through the establishment of military posts, yet other contributions were made to the development of western culture. Many posts maintained libraries or reading rooms, and some – for example, Fort Davis – had schools. Post chapels provided a setting for religious services and weddings. Throughout the wilderness, post bands provided entertainment and boosted morale. During the last part of the nineteenth century, to reduce expenses, gardening was encouraged at the forts, thus making experimental agriculture another activity of the military. The military stationed at the various forts also played a role in civilian life by assisting in maintaining order, and civilian officials often called on the army for protection.
(20)

Certainly, among other significant contributions the army made to the improvement of the conditions of life was the investigation of the relationships among health, climate, and architecture. From the earliest colonial times throughout the nineteenth century, disease ranked as the foremost problem in defense. It slowed construction of forts and inhibited their military functions. Official documents from many regions
(25) contained innumerable reports of sickness that virtually incapacitated entire garrisons. In response to the problems, detailed observations of architecture and climate and their relationships to the frequency of the occurrence of various diseases were recorded at various posts across the nation by military surgeons.

11. Which of the following statements best expresses the main idea of the passage?

- (A) By the nineteenth century, forts were no longer used by the military.
- (B) Surgeons at forts could not prevent outbreaks of disease.
- (C) Forts were important to the development of the American West
- (D) Life in nineteenth-century forts was very rough.

12. The word “daring” in line 3 is closest in meaning to

- (A) lost
- (B) bold
- (C) lively
- (D) foolish

13. Which of the following would a traveler be likely be LEAST likely to obtain at Fort Laramie?
- (A) Fresh water
 - (B) Food
 - (C) Formal clothing
 - (D) Lodging
14. The word “others” in line 8 refers to
- (A) posts
 - (B) wagon trains
 - (C) frontiers
 - (D) highways
15. The word “boosted” in line 15 is closest in meaning to
- (A) influenced
 - (B) established
 - (C) raised
 - (D) maintained
16. Which of the following is the most likely inference about the decision to promote gardening at forts?
- (A) It was expensive to import produce from far away.
 - (B) Food brought in from outside was often spoiled
 - (C) Gardening was a way to occupy otherwise idle soldiers.
 - (D) The soil near the forts was very fertile.
17. According to the passage, which of the following posed the biggest obstacle to the development of military forts?
- (A) Insufficient shelter
 - (B) Shortage of materials
 - (C) Attacks by wild animals
 - (D) Illness
18. The word “inhibited” in line 24 is closest in meaning to
- (A) involved
 - (B) exploited
 - (C) united
 - (D) hindered
19. How did the military assists in the investigation of health problems?
- (A) By registering annual birth and death rates
 - (B) By experiments with different building materials
 - (C) By maintaining records of diseases and potential causes
 - (D) By monitoring the soldiers’ diets
20. The author organizes the discussion of forts by
- (A) describing their locations
 - (B) comparing their sizes
 - (C) explaining their damage to the environment
 - (D) listing their contributions to western life

Question 21 – 30

- Anyone who has handled a fossilized bone knows that it is usually not exactly like its modern counterpart, the most obvious difference being that it is often much heavier. Fossils often have the quality of stone rather than of organic materials, and this has led to the use of the term “petrification” (to bring about rock). The implication is that bone, and other tissues, have somehow been turned into stone, and this is certainly the explanation given in some texts. But it is wrong interpretation; fossils are frequently so dense because the pores and other spaces in the bone have become filled with minerals taken up from the surrounding sediments. Some fossil bones have all the interstitial spaces filled with foreign minerals, including the marrow cavity, if there is one, while others have taken up but little from their surroundings. Probably all of the minerals deposited within the bone have been recrystallized from solution by the action of water percolating thru them. The degree of mineralization appears to be determined by the nature of the environment in which the bone was deposited and not by the antiquity of the bone. For example, the black fossil bones that are so common in many parts of Florida are heavily mineralized, but they are only about 20,000 years old, whereas many of the dinosaur bones from western Canada, which are about 75 million years old, are only partially filled in. Under optimum conditions the process of mineralization probably takes thousands rather than millions of years, perhaps considerably less.
- The amount of change that has occurred in fossil bone, even in bone as old as that of dinosaurs, is often remarkably small. We are therefore usually able to see the microscopic structures of the bone, including such fine details as the lacunae where the living bone cells once resided. The natural bone mineral, the hydroxyapatite, is virtually unaltered too – it has the same crystal structure as that of modern bone.
- Although nothing remains of the original collagen, some of its component amino acids are usually still detectable, together with amino acids of the noncollagen proteins of bone.

21. What does the passage mainly discuss?

- (A) The location of fossils in North America
- (B) The composition of fossils
- (C) Determining the size and weight of fossils
- (D) Procedures for analyzing fossils

22. The word “counterpart” in line 2 is closest in meaning to

- (A) species
- (B) version
- (C) change
- (D) material

23. Why is fossilized bone heavier than ordinary bone?
- (A) Bone tissue solidifies with age.
 - (B) The marrow cavity gradually fills with water
 - (C) The organic materials turn to stone
 - (D) Spaces within the bone fill with minerals.
24. The word “pores” in line 7 is closest in meaning to:
- (A) joints
 - (B) tissues
 - (C) lines
 - (D) holes
25. What can be inferred about a fossil with a high degree of mineralization?
- (A) It was exposed to large amounts of mineral-laden water throughout time.
 - (B) Mineralization was complete within one year of the animal's death.
 - (C) Many colorful crystals can be found in such a fossil.
 - (D) It was discovered in western Canada.
26. Which of the following factors is most important in determining the extent of mineralization in fossil bones?
- (A) The age of fossil
 - (B) Environmental conditions
 - (C) The location of the bone in the animal's body.
 - (D) The type of animal the bone came from
27. Why does the author compare fossils found in western Canada to those found in Florida?
- (A) To prove that a fossil's age cannot be determined by the amount of mineralization.
 - (B) To discuss the large quantity of fossils found in both places
 - (C) To suggest that fossils found in both places were the same age.
 - (D) To explain why scientists are especially interested in Canadian fossils
28. The word “it” in line 24 refers to
- (A) hydroxyapatite
 - (B) microscopic structure
 - (C) crystal structure
 - (D) modern bone
29. The word “detectable” in line 26 is closest in meaning to
- (A) sizable
 - (B) active
 - (C) moist
 - (D) apparent
30. Which of the following does NOT survive in fossils?
- (A) Noncollagen proteins
 - (B) Hydroxyapatite
 - (C) Collagen
 - (D) Amino acid

Question 31 – 40

Line
(5) In the last third of the nineteenth century a new housing form was quietly being developed. In 1869 the Stuyvesant, considered New York's first apartment house was built on East Eighteenth Street. The building was financed by the developer Rutherford Stuyvesant and designed by Richard Morris Hunt, the first American architect to graduate from the Ecole des Beaux Arts in Paris. Each man had lived in Paris, and each understood the economics and social potential of this Parisian housing form. But the Stuyvesant was at best a limited success. In spite of Hunt's inviting façade, the living space was awkwardly arranged. Those who could afford them were quite content to remain in the more sumptuous, single-family homes, leaving the Stuyvesant to young married couples and bachelors.

(10) The fundamental problem with the Stuyvesant and the other early apartment buildings that quickly followed, in the 1870's and early 1880's was that they were confined to the typical New York building lot. That lot was a rectangular area 25 feet wide by 100 feet deep – a shape perfectly suited for a row house. The lot could also accommodate a rectangular tenement, though it could not yield the square, well-lighted, and logically arranged rooms that great apartment buildings require. But even with the awkward interior configurations of the early apartment buildings, the idea caught on. It met the needs of a large and growing population that wanted something better than tenements but could not afford or did not want row houses.

(20) So while the city's newly emerging social leadership commissioned their mansions, apartment houses and hotels began to sprout in multiple lots, thus breaking the initial space constraints. In the closing decades of the nineteenth century, large apartment houses began dotting the developed portions of New York City, and by the opening decades of the twentieth century, spacious buildings, such as the Dakota and the Ansonia (25) finally transcended the tight confinement of row house building lots. From there it was only a small step to building luxury apartment houses on the newly created Park Avenue, right next to the fashionable Fifth Avenue shopping area.

31. The new housing form discussed in the passage refers to

- (A) single-family homes
- (B) apartment buildings
- (C) row houses
- (D) hotels

32. The word "inviting" in line 7 is closest in meaning to

- (A) open
- (B) encouraging
- (C) attractive
- (D) asking

33. Why was the Stuyvesant a limited success?

- (A) The arrangement of the rooms was not convenient.
- (B) Most people could not afford to live there.
- (C) There were no shopping areas nearby.
- (D) It was in a crowded neighborhood.

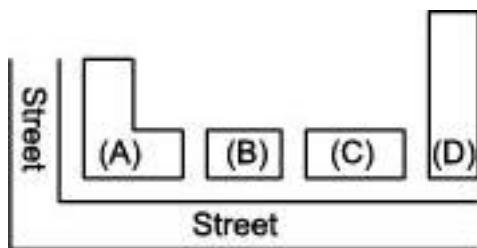
34. The word “sumptuous” in line 9 is closest in meaning to

- (A) luxurious
- (B) unique
- (C) modern
- (D) distant

35. It can be inferred that the majority of people who lived in New York’s first apartments were

- (A) highly educated
- (B) unemployed
- (C) wealthy
- (D) young

36. It can be inferred that the typical New York building lot of the 1870’s and 1880’s looked MOST like which of the following?



37. It can be inferred that a New York apartment building in the 1870’s and 1880’s had all of the following characteristics EXCEPT:

- (A) Its room arrangement was not logical.
- (B) It was rectangular.
- (C) It was spacious inside.
- (D) It had limited light.

38. The word “yield” in line 15 is closest in meaning to

- (A) harvest
- (B) surrender
- (C) amount
- (D) provide

39. Why did the idea of living in an apartment become popular in the late 1800’s?

- (A) Large families needed housing with sufficient space.
- (B) Apartments were preferable to tenements and cheaper than row houses
- (C) The city officials of New York wanted housing that was centrally located.
- (D) The shape of early apartments could accommodate a variety of interior designs.

40. The author mentions the Dakota and the Ansonia in line 24 because

- (A) they are examples of large, well-designed apartment buildings
- (B) their design is similar to that of row houses
- (C) they were built on a single building lot
- (D) they are famous hotels

Question 41 – 50

Line
(5) A snowfall consists of myriads of minute ice crystals that fall to the ground in the form of frozen precipitation. The formation of snow begins with these ice crystals in the subfreezing strata of the middle and upper atmosphere when there is an adequate supply of moisture present. At the core of every ice crystal is a minuscule nucleus, a solid particle of matter around which moisture condenses and freezes. Liquid water droplets floating in the supercooled atmosphere and free ice crystals cannot coexist within the same cloud, since the vapor pressure of ice is less than that of water. This enables the ice crystals to rob the liquid droplets of their moisture and grow continuously.

(10) The process can be very rapid, quickly creating sizable ice crystals, some of which adhere to each other to create a cluster of ice crystals or a snowflake. Simple flakes possess a variety of beautiful forms, usually hexagonal, though the symmetrical shapes reproduced in most microscope photography of snowflakes are not usually found in actual snowfalls. Typically, snowflakes in actual snowfall consists of broken fragments and clusters of adhering ice crystals.

(15) For a snowfall to continue once it starts, there must be a constant inflow of moisture to supply the nuclei. This moisture is supplied by the passage of an airstream over a water surface and its subsequent lifting to higher regions of the atmosphere. The Pacific Ocean is the source of moisture for most snowfalls west of the Rocky Mountains, while the Gulf of Mexico and the Atlantic Ocean feed water vapor into the air currents over the central and eastern sections of the United States. Other geographical features also can be the source of moisture for some snowstorms. For example, areas adjacent to the Great Lakes experience their own unique lake-effect storms, employing a variation of the process on a local scale. In addition, mountainous section or rising terrain can initiate snowfalls by the geographical lifting of a moist airstream.

(20)

41. Which of the following questions does the author answer in the first paragraph?
- (A) Why are snowflakes hexagonal?
 - (B) What is the optimum temperature for snow?
 - (C) In which months does most snow fall?
 - (D) How are snowflakes formed?

42. The word “minute” in line 1 is closest in meaning to
- (A) tiny
 - (B) quick
 - (C) clear
 - (D) sharp

43. What is at the center of an ice crystal?
- (A) A small snowflake
 - (B) A nucleus
 - (C) A drop of water
 - (D) A hexagon
44. The word “adhere” in line 10 is closest in meaning to
- (A) belong
 - (B) relate
 - (C) stick
 - (D) speed
45. What is the main topic of the second paragraph?
- (A) How ice crystals form
 - (B) How moisture affects temperature
 - (C) What happens when ice crystals melt
 - (D) Where the moisture to supply the nuclei comes from
46. The word “it” in line 15 refers to
- (A) snowfall
 - (B) snowflake
 - (C) cluster
 - (D) moisture
47. What is necessary for a snowfall to persist?
- (A) A decrease in the number of snowflakes
 - (B) Lowered vapor pressure in ice crystals
 - (C) A continuous infusion of moisture
 - (D) A change in the direction of the airstream
48. How do lake-effect snowstorms form?
- (A) Water temperature drop below freezing.
 - (B) Moisture rises from a lake into the airstream.
 - (C) Large quantities of wet air come off a nearby mountain.
 - (D) Millions of ice crystals form on the surface of a large lake.
49. The word “initiate” in line 24 is closest in meaning to
- (A) enhance
 - (B) alter
 - (C) increase
 - (D) begin
50. Which of the following could account for the lack of snowfall in a geographical location close to mountains and a major water source?
- (A) Ground temperatures below the freezing point
 - (B) Too much moisture in the air
 - (C) Too much wind off the mountains
 - (D) Atmospheric temperatures above the freezing point.

Practice Test A – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	D	Medium	65%
2	C	Difficult	47%
3	A	Medium	74%
4	C	Medium	78%
5	D	Easy	86%
6	A	Difficult	40%
7	D	Medium	67%
8	C	Easy	88%
9	B	Medium	75%
10	B	Medium	63%
11	C	Easy	84%
12	B	Difficult	43%
13	C	Difficult	43%
14	A	Easy	82%
15	C	Difficult	45%
16	A	Medium	55%
17	D	Medium	80%
18	D	Difficult	48%
19	C	Easy	86%
20	D	Medium	75%
21	B	Medium	62%
22	B	Difficult	46%
23	D	Medium	58%
24	D	Medium	75%
25	A	Medium	71%
26	B	Medium	76%
26	A	Easy	83%
28	A	Easy	87%
29	D	Medium	57%
30	C	Medium	70%
31	B	Medium	80%
32	C	Difficult	45%
33	A	Medium	60%
34	A	Difficult	49%
35	D	Medium	58%
36	D	Medium	67%
37	C	Difficult	46%
38	D	Medium	65%
39	B	Medium	61%
40	A	Medium	68%
41	D	Medium	82%
42	A	Medium	74%

43	B	Medium	78%
44	C	Medium	69%
45	D	Medium	63%
46	A	Medium	80%
47	C	Medium	71%
48	B	Medium	71%
49	D	Medium	57%
50	D	Difficult	35%

Practice Test B – Listening (Part A)

1.
 - (A) He wants to know which scarf the woman chose.
 - (B) He wants to know what color the jacket is.
 - (C) He thinks he selected a nice scarf.
 - (D) He thinks any color would go well with the jacket.

2.
 - (A) Bob has been married for a long time.
 - (B) The woman should go to California.
 - (C) He plans to go to the wedding.
 - (D) He hasn't been to California for a long time.

3.
 - (A) He wants a glass of water.
 - (B) He won't do as the woman asks.
 - (C) He can't wait any longer.
 - (D) He's looking for the waiter.

4.
 - (A) It's just past ten o'clock.
 - (B) There's no time to talk.
 - (C) She needs a little more time.
 - (D) She has more than ten cents.

5.
 - (A) She appreciates the man's help.
 - (B) Her presentation was somewhat long.
 - (C) She needed more time to prepare.
 - (D) She worked hard on her presentation.

6.
 - (A) She wants to exercise before she runs.
 - (B) It's too hot to go running.
 - (C) Her jogging suit isn't warm enough.
 - (D) She already went jogging.

7.
 - (A) To tell him they are busy.
 - (B) To cancel an appointment.
 - (C) To invite him to go to a film.
 - (D) To ask him a question about homework.

8.
 - (A) Keep looking for his wallet.
 - (B) Report the theft of the wallet right away.
 - (C) Put his wallet in his jacket pocket.
 - (D) Be more careful with his wallet.

9.
 - (A) She is on a special diet.
 - (B) She doesn't like to walk to the cafeteria.
 - (C) She thinks the cafeteria is too expensive.
 - (D) She doesn't eat lunch anymore.

10.
 - (A) The man should look into buying a new car.
 - (B) The car looks better than it used to.
 - (C) The man should fly to Florida.
 - (D) The man should get his car checked.

11.

- (A) Tickets are available for future performances.
- (B) The performance has been canceled.
- (C) She wants to see the show tomorrow.
- (D) The performance has already started.

12.

- (A) What is causing the problem.
- (B) When the faucet started leaking.
- (C) How old the faucet is.
- (D) How to deal with the problem.

13.

- (A) In a locker room.
- (B) In a department store.
- (C) In a shoe-repair shop.
- (D) At a track.

14.

- (A) It fell out of the camera.
- (B) Mary developed it in photography class.
- (C) Susan took it to be developed.
- (D) The man gave it to Susan.

15.

- (A) He got out of the shower to answer the phone.
- (B) He didn't hear the phone ringing.
- (C) There's something wrong with the shower.
- (D) He took a shower earlier than usual.

16.

- (A) His vacation has been postponed.
- (B) He needs to take his medicine with him on vacation.
- (C) He is going to change his allergy medicine.
- (D) His allergies no longer bother him.

17.

- (A) She might be late for her chemistry class.
- (B) She'll borrow a bike after class.
- (C) She might be delayed in lab.
- (D) She might ride her bike to the lab.

18.

- (A) Laurie doesn't have much musical talent.
- (B) Laurie taught herself to play the guitar.
- (C) Laurie wants to play music with other people.
- (D) Laurie has a summer job playing guitar.

19.

- (A) Get a job on campus.
- (B) Take an electronics course.
- (C) Visit the electronics company.
- (D) Apply for a job with the electronics company.

20.

- (A) He no longer watches much television.
- (B) He prefers the comedies from the sixties.
- (C) Television comedies haven't improved since the sixties.
- (D) He hasn't seen many of the old shows.

21.

- (A) The woman is satisfied that the book has been returned.
- (B) The woman doesn't lend books to people.
- (C) The man is too embarrassed to borrow a book from the woman.
- (D) The man can't find the book he borrowed from the woman.

22.

- (A) He's never been to a debate.
- (B) He thinks the team was eliminated.
- (C) He can't go to the state competition.
- (D) He doesn't know if the team was successful.

23.

- (A) Ask the professor if the course will be given again.
- (B) Postpone taking the course.
- (C) Request permission to take the courses together.
- (D) Take the course from a different professor.

24.

- (A) She also needs a new tennis racket.
- (B) She wants to borrow some money, too.
- (C) She doesn't think Brian will repay the loan.
- (D) She couldn't get Brian to play tennis.

25.

- (A) His violin is out of tune now.
- (B) He probably lost some of his skill on the violin.
- (C) He has worked as a violinist for a long time.
- (D) He's too old to begin studying the violin.

26.

- (A) He doesn't expect to enjoy the theater.
- (B) He's sorry he can't go with the woman.
- (C) He thinks the theater will be too crowded.
- (D) He rarely goes to plays.

27.

- (A) He'll see the exhibit after June.
- (B) He visited the new student several times.
- (C) He wants to exhibit his work at the Student Center.
- (D) He can see the exhibit before it closes.

28.

- (A) She is going to miss her first class.
- (B) She prefers going to the dentist later in the day.
- (C) The man will be finished before his first class.
- (D) The man might sleep late and miss his appointment.

29.

- (A) Put some money in her wallet.
- (B) Buy a band-concert ticket.
- (C) Make a donation.
- (D) Lend the man some money.

30.

- (A) Their friends would take them to the beach.
- (B) They wouldn't mind taking the bus.
- (C) Someone would drive them home.
- (D) They wouldn't be able to find a phone.

Practice Test B – Listening (Part B)

31.

- (A) Relaxing at the seashore.
- (B) Visiting her parents.
- (C) Sailing on a boat.
- (D) Preparing for a race.

32.

- (A) She was invited only for the weekend.
- (B) The weather was too hot.
- (C) She had an appointment.
- (D) She had schoolwork to do.

33.

- (A) She had to go home.
- (B) She was too tired to continue.
- (C) She had to finish her schoolwork.
- (D) She was thirsty.

34.

- (A) She doesn't know how to swim.
- (B) The water was too deep.
- (C) The water was too cold.
- (D) She didn't have enough time.

35.

- (A) A vacation trip to Yellowstone Park.
- (B) A lecture by a visiting professor.
- (C) Her biology thesis.
- (D) A research project.

36.

- (A) More buffalo are surviving the winter.
- (B) Fewer buffalo are dying of disease.
- (C) More buffalo are being born.
- (D) Fewer buffalo are being killed by hunters.

37.

- (A) She is from Wyoming.
- (B) She needs the money.
- (C) She has been studying animal diseases.
- (D) Her thesis adviser is heading the project.

38.

- (A) Collecting information about the bacteria.
- (B) Working on a cattle ranch.
- (C) Writing a paper about extinct animals.
- (D) Analyzing buffalo behavior.

Practice Test B – Listening (Part C)

39.

- (A) To inform visitors of the park's history.
- (B) To provide an overview of the park's main attractions.
- (C) To show visitors remote places in the park.
- (D) To teach visitors how best to photograph wildlife.

40.

- (A) It's easy to get lost.
- (B) It requires enormous strength.
- (C) It's a good group activity.
- (D) People shouldn't do it in the winter.

41.

- (A) There are fewer tourists.
- (B) The entrance fees are lower.
- (C) The animals are more active.
- (D) There are fewer insects.

42.

- (A) To show a videotape on survival in outer space.
- (B) To gain support for the space program.
- (C) To describe her experience on space missions.
- (D) To inform the audience about the space suit.

43.

- (A) The lack of air pressure.
- (B) The extremely hot or cold temperatures.
- (C) Exposure to radiation.
- (D) An inadequately ventilated space suit.

44.

- (A) On the exterior of the space shuttle.
- (B) In the torso of the space suit.
- (C) In the helmet.
- (D) In the control center at NASA.

45.

- (A) A videotape.
- (B) A book.
- (C) A picture.
- (D) An oxygen tank.

46.

- (A) Another speaker will describe the helmet.
- (B) The woman will talk about the space shuttle.
- (C) Someone from the audience will try on the helmet.
- (D) The woman will put on a space suit.

47.

- (A) To describe Twyla Tharp's career.
- (B) To introduce a well-known dancer.
- (C) To provide background for a video presentation.
- (D) To encourage the audience to study dance.

48.

- (A) The dancers in the video had more experience with Tharp's choreography.
- (B) Twyla Tharp was the lead dancer in the video.
- (C) The filming techniques made the dance easier to understand.
- (D) The new musical score was more appropriate for the topic.

49.

- (A) Jazz.
- (B) Folk.
- (C) Classical.
- (D) Rock.

50.

- (A) What the pineapple symbolizes.
- (B) Twyla Tharp's career in dance.
- (C) How the video was filmed.
- (D) The quality of the music in the video.

Answers (Practice Test B – Listening)

Question Number	Answer	Level of Difficulty	Answered Correctly
1	C	EASY	87%
2	B	EASY	81%
3	B	EASY	89%
4	A	MEDIUM	75%
5	D	EASY	85%
6	A	EASY	86%
7	C	MEDIUM	79%
8	A	EASY	91%
9	C	EASY	84%
10	D	EASY	88%
11	A	EASY	83%
12	D	MEDIUM	71%
13	B	EASY	86%
14	C	MEDIUM	79%
15	A	EASY	81%
16	B	EASY	84%
17	C	MEDIUM	57%
18	B	MEDIUM	57%
19	D	MEDIUM	71%
20	C	DIFFICULT	53%
21	A	MEDIUM	61%
22	D	DIFFICULT	54%
23	C	DIFFICULT	55%
24	C	DIFFICULT	53%
25	B	MEDIUM	62%
26	A	DIFFICULT	53%
26	D	DIFFICULT	55%
28	C	MEDIUM	72%
29	C	DIFFICULT	30%
30	C	DIFFICULT	41%
31	A	EASY	87%
32	D	EASY	90%
33	B	MEDIUM	76%
34	C	EASY	81%
35	D	EASY	86%
36	A	MEDIUM	60%
37	C	EASY	85%
38	A	MEDIUM	67%
39	B	MEDIUM	75%
40	A	DIFFICULT	49%
41	D	MEDIUM	73%
42	D	MEDIUM	65%
43	A	DIFFICULT	54%
44	B	MEDIUM	65%
45	C	DIFFICULT	37%
46	C	EASY	83%
47	C	MEDIUM	61%
48	C	MEDIUM	66%

49	D	DIFFICULT	82%
50	A	EASY	38%

Practice Test B – Listening Comprehension

(Part A) Script

1. *(woman)* Thanks a lot! This scarf will be perfect with my blue jacket.

(man) Made a good choice, did I?

(narrator) What does the man mean?
2. *(woman)* My cousin Bob is getting married in California and I can't decide whether to go.

(man) It's a long trip, but I think you'll have a good time.

(narrator) What does the man imply?
3. *(woman)* Excuse me, could you bring me a glass of water please.

(man) Sorry, but I'm not a waiter.

(narrator) What does the man mean?
4. *(man)* Got the time?

(woman) It's a little after ten.

(narrator) What does the woman mean?
5. *(man)* You did an excellent job on that presentation.

(woman) Thanks. I put a lot of time into it.

(narrator) What does the woman mean?
6. *(man)* Are you ready to go jogging?

(woman) Almost. I have to warm up first.

(narrator) What does the woman mean?
7. *(woman)* I've been calling David for the past half hour, but I keep getting a busy signal.

(man) Well, if you don't get him soon, we'll just have to go to the movies without him.

(narrator) Why are the women trying to call David?

8. *(man)* If I don't find my wallet pretty soon, I'm going to have to report it stolen.
(woman) Hold on! Before you call the campus security office . . . have you checked your car... all your jacket pockets . . . everywhere?
(narrator) What does the woman suggest the man do?
9. *(man)* I notice you don't buy your lunch in the cafeteria any more.
(woman) When prices went up, I decided to bring my own.
(narrator) Why doesn't the woman buy food in the cafeteria?
10. *(man)* You know, my car hasn't been the same since I bumped into that telephone pole.
(woman) You'd better have that looked into before you drive to Florida.
(narrator) What does the woman mean?
11. *(man)* Hello? I'd like two seats for this evening's show.
(woman) Sorry, but the performance is already sold out. Would you be interested in something later this week?
(narrator) What does the woman imply?
12. *(man)* That leaky faucet is starting to get to me.
(woman) What should we do about it?
(narrator) What does the woman want to know?
13. *(woman)* Could you please tell me where to find running shoes?
(man) Yes, they'd be on the second floor in sporting goods.
(narrator) Where is this conversation probably taking place?
14. *(man)* Mary, did you drop off the roll of film for developing?
(woman) No, I got Susan to do it.
(narrator) What happened to the roll of film?
15. *(woman)* The floor is awfully wet. What happened?
(man) No sooner had I gotten into the shower than the phone rang.
(narrator) What does the man imply?

16. *(woman)* Aren't you leaving tomorrow for vacation? All packed and ready to go?
- (man)* Not quite. I still have to stop by the drugstore and get my allergy prescription refilled.
- (narrator)* What does the man imply?
17. *(man)* It's so mild today. Want to go for a bike ride after your last class?
- (woman)* What's the latest we could start? My last class is a chem lab, and it often runs late.
- (narrator)* What does the woman mean?
18. *(man)* I knew Laurie played the piano, but I didn't know she played the guitar.
- (woman)* Neither did I. It seems she just picked it up on her own, over the summer.
- (narrator)* What does the woman mean?
19. *(man)* I heard that Parker Electronics is going to be holding interviews on campus next week.
- (woman)* Yeah? What day? I'd like to talk to them and drop off my resume.
- (narrator)* What does the woman want to do?
20. *(woman)* You know, some TV channels have been rerunning a lot of comedies from the sixties. What do you think of those old shows?
- (man)* Not much. But then the new ones aren't so great either.
- (narrator)* What does the man mean?
21. *(man)* Janet, here's the book you loaned me. But I'm a bit embarrassed....I can't seem to find the jacket for it?
- (woman)* I would've never even noticed. You're one of the few people who actually returns books to me.
- (narrator)* What can be inferred from the conversation?
22. *(woman)* Did you hear if the debate team is going on to the state competition? Or did they get eliminated?
- (man)* Actually, I haven't been following their progress this year.
- (narrator)* What does the man imply?
23. *(man)* I want to take comparative anatomy this year. But according to the requirements, I have to have taken the introductory biology course first.
- (woman)* Ask the professor if you can take them simultaneously. All he can do is say no.
- (narrator)* What does the woman suggest the man do?

24. *(man)* If I can get Brian to pay back the money I lent him last week, I could get that new tennis racket.
- (woman)* I hope you have better luck than I did!
- (narrator)* What does the raw mean?
25. *(woman)* I hear you're quite proficient on the violin.
- (man)* I'm pretty rusty after all these years.
- (narrator)* What does the woman mean?
26. *(woman)* I really want to .see the play at the outdoor theater tonight. Will you come with me?
- (man)* You know I hate battling all those mosquitoes. But... if you have your heart set on it....
- (narrator)* What can be inferred about the man?
27. *(woman)* Have you visited the new exhibit?
- (man)* Not yet, but it'll be at the Student Center until June.
- (narrator)* What does the man imply?
28. *(man)* I have to be at the dentist at 7:30 tomorrow morning.
- (woman)* Then you won't miss any classes.
- (narrator)* What does the woman imply?
29. *(man)* I'm taking-up a collection for the jazz band. Would you like to give?
- (woman)* Just a minute while I get my wallet.
- (narrator)* What will the woman probably do next?
30. *(man)* Your cousins just called. They're stranded at the beach.
- (woman)* So they didn't manage to get a lift after all.
- (narrator)* What had the woman assumed about her cousins?

Practice Test B – Listening Comprehension (Part B) Script

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

- (man) Hey, Karen. Looks like you got some sun this weekend.
- (woman) Yeah, I guess so. I spent the weekend at the beach.
- (man) Oh yeah? That's great! Where did you stay?
- (woman) Some friends of my parents live out there and they invited me for as long as I wanted to stay.
- (man) So what are you doing back here already?
- (woman) Oh, I have a paper I need to work on, and I just couldn't do any serious studying at the beach.
- (man) I don't blame you. So what did you do out there ... I mean besides lie out in the sun obviously?
- (woman) I jogged up and down the beach and I played some volleyball. You know, I never realized how hard it is to run on sand. I couldn't even get through a whole game before I had to sit down. It's much easier to run in the wet sand near the water.
- (man) Not to mention cooler. Did you go swimming?
- (woman) I wanted to, but they said the water isn't warm enough for that until a couple months from now, so I just waded in up to my knees.
- (man) It all sounds so relaxing. I wish I could gel away to the beach like that.
- (woman) It looks like you could use it. Don't tell me you spent the weekend in the library again.

31. How did the woman spend last weekend?

32. Why did the woman come home so soon?

33. Why did the woman have to stop playing in the volleyball game?

34. Why didn't the woman go swimming?

Questions 35 through 38. Listen to a conversation between a graduate student and her biology professor.

- (man) Thanks for Stopping by Ann. I'd like to talk to you about a research project I thought you might be interested in. A friend of mine is working at Yellowstone National Park this summer...
- (woman) Yellowstone! I've always wanted to spend some lime out in Wyoming.
- (man) Wait till you hear what the project is ... She's working with the buffalo population. The herds have been increasing in size lately, which is good in theory...
- (woman) Yeah ... but I thought they were in danger of becoming extinct.
- (man) Well, apparently, because of all the winter tourists, paths are created in the snow. More buffalo are surviving the harsh winters because the paths make it easier for the buffalo to move around and find food. But it turns out that some of the herds are infected with a bacteria.
- (woman) Oh yeah. I heard about that. Bru —
- (man) Brucella abortus.
- (woman) Right. It's been around for quite a while.
- (man) Yes it has. And because the buffalo population is increasing, they've been roaming more than usual, and the disease has begun to spread to the cattle ranches that border the park.
- (woman) That's bad news! Isn't that the disease that causes animals to abort their young?
- (man) Yes, and it's caused a lot of controversy. Some of the ranchers even want to destroy the buffalo herds.
- (woman) That's awful! Have they made much progress with the research?
- (man) So far, they've been collecting tissue samples from dead buffalo to see if the bacteria's present.
- (woman) I'd really be interested in working on this. You know I've been researching diseased animal populations...
- (man) That's why I thought of you.... I took the liberty of mentioning your name to my friend. She's hoping you'll be able to spend the whole summer out there.
- (woman) Well, I was going to work on my thesis a lot in July, but I'm sure my adviser wouldn't want me to pass up this opportunity.

35. What did the professor want to talk to Ann about?

36. According to the professor; why is the buffalo population increasing?

37. Why does the professor think Ann would be interested in going to Yellowstone?

38. How will Ann probably spend the summer?

Practice Test B – Listening Comprehension (Part C) Script

Questions 39 through 41. Listen to a talk given by a tour guide.

(man)

Welcome to Everglades National Park. The Everglades is a watery plain covered with saw grass that's home to numerous species of plants and wildlife. At one and a half million acres, it's too big to see it all today, but this tour will offer you a good sampling. Our tour bus will stop first at Taylor Slough. This is a good place to start because it's home to many of the plants and animals typically associated with the Everglades. You'll see many exotic birds and, of course, our world-famous alligators. Don't worry, there's a boardwalk that goes across the marsh so you can look down at the animals in the water from a safe distance. The boardwalk is high enough to give you a great view of the saw grass prairie. From there we'll head to some other marshy and even jungle-like areas that feature wonderful tropical plant life.

For those of you who'd like a closer view of the saw grass prairie, you might consider renting a canoe sometime during your visit here. However, don't do this unless you have a very good sense of direction and can negotiate your way through tall grass. We'd hate to have to come looking for you.

You have the good fortune of being here in the winter —the best time of year to visit. During the spring and summer the mosquitoes will just about eat you alive! Right now they're not so bothersome, but you'll still want to use an insect repellent.

39. What is the main purpose of the tour?
40. What does the speaker imply about paddling across the water in a canoe?
41. Why is it good to visit the Everglades in the winter?

Questions 42 through 46. Listen to an instructor in a business class.

(woman)

Thank you. It's great to see so many of you interested in this series on "Survival in Outer Space." Please excuse the cameras —we're being videotaped for the local TV station.

Tonight I'm going to talk about the most basic aspect of survival —the space suit. When must or you imagine an astronaut, that's probably the first thing that comes to mind, right? Well, without space suits, it would not be possible for us to survive in space. For example, outer space is a vacuum —there's no gravity or air pressure; without protection, a body would explode. What's more we'd cook in the sun or freeze in the shade —with temperatures ranging from a toasty 300 degrees above to a cool 300 degrees below zero Fahrenheit.

The space suit that NASA has developed is truly a marvel. This photo enlargement here is a life-size image of an actual space suit worn by astronauts on the last space shuttle mission. This part is the torso —it's made of seven extremely durable layers. This thick insulation protects against temperature extremes and radiation. Next is what they call a "bladder" of oxygen —that's an inflatable sac. Filled with oxygen, to simulate atmospheric pressure. This bladder presses against the body with the same force as the Earth's atmosphere at sea level. The innermost layers provide liquid cooling and ventilation. Despite all the layers, the suit is flexible, allowing free movement so we can work.

Another really sophisticated part of the space suit is the helmet. I brought one along to show you. Can I have a volunteer come and demonstrate?

42. What is the speaker's main purpose?
43. What would cause an unprotected human body to explode in outer space?
44. Where is the "bladder" of oxygen located?
45. What does the speaker show the audience as she describes the main part of the space suit?
46. What will probably happen next?

Questions 47 through 50. Listen to a talk on the radio about a research project.

(woman)

Good evening. My name is Pam Jones, and on behalf of the Modern Dance club, I'd like to welcome you to tonight's program. The club is pleased to present the TV version of The Catherine Wheel, Twyla Tharp's rock ballet. This video version of the ballet has been even more successful with audiences than the original theater production — it includes some animation, slow motion, and stop-action freezes that really help the audience understand the dance.

The title of the piece refers to Saint Catherine, who died on a wheel in 307 A.D. Nowadays, a Catherine wheel is also a kind of firework —it looks something like a pinwheel. Anyway, the dance is certainly full of fireworks! You'll see how Twyla Tharp explores one family's attempt to confront the violence in modern life. The central symbol of the work is a pineapple... but exactly what it represents has always created a lot of controversy. As you watch, see if you can figure it out.

The music for this piece is full of the rhythmic energy of rock music. It was composed by David Byrne ... of the rock band Talking Heads? And the lead dancer in this version was Sara Rudner, who is perfectly suited to Tharp's adventurous choreography.

Following the video, dance teacher Mary Parker will lead a discussion about the symbolism Ms. Tharp used. We hope you can stay for that. So, enjoy tonight's video ... and thank you for your support.

47. What is the purpose of the talk?

48. Why was the video version of the dance more successful than the theater production?

49. What kind of music is the dance performed to?

50. What will probably be included in the discussion after the program?

Practice Test B – Structure

- The ponderosa pine is _____ of the most of the timber used by forest-product firms in the Black Hills of South Dakota.
 - the source
 - as source
 - the source which
 - because the source
- Computers that once took up entire rooms are now _____ to put on desktops and into wristwatches.
 - small enough
 - smaller than
 - so small
 - as small as
- According to some educators, the goal of teaching is to help students learn what _____ to know to live a well-adjusted and successful life.
 - do they need
 - they need
 - they are needed
 - as they may need
- The sapphire's transparency to ultraviolet and infrared radiation makes _____ in optical instruments.
 - it is of use
 - it uses
 - it a useful
 - it useful
- _____ initial recognition while still quite young.
 - Most famous scientists achieve
 - That most famous scientists achieved
 - Most famous scientists who achieved
 - For most famous scientists to achieve
- Mango trees, _____ densely covered with glossy leaves and bear small fragrant flowers, grow rapidly and can attain heights of up to 90 feet.
 - whose
 - which are
 - are when
 - which
- _____ the Canadian composer Barbara Pentland wrote four symphonies, three concertos, and an opera, among other works.
 - An artist who, prolific
 - Is a prolific artist
 - Prolific an artist
 - A prolific artist
- The Chisos Mountains in Big Bend National park in Texas were created by volcanic eruptions that occurred _____.
 - the area in which dinosaurs roamed
 - when dinosaurs roamed the area
 - did dinosaurs roam the area
 - dinosaurs roaming the area

9. In bas-relief sculpture, a design projects very slightly from its background, _____ some coins.
- (A) as on
 - (B) because
 - (C) the way that
 - (D) similarly
10. Alaska found the first years of its statehood costly because it had to take over the expense of services _____ previously by the federal government.
- (A) to provide
 - (B) be provided
 - (C) providing
 - (D) provided
11. With age, the mineral content of human bones decreases, _____ them more fragile.
- (A) make
 - (B) and to make
 - (C) thereby making
 - (D) which it makes
12. Not until Kentucky' s Mammoth Cave had been completely explored in 1972.
- (A) when was its full extent realized
 - (B) that its full extent was realized
 - (C) was its full extent realized
 - (D) the realization of its full extent
13. The first explorer _____ California by land was Jedediah Strong Smith, a trapper who crossed the southwestern deserts of the United States in 1826.
- (A) that he reached
 - (B) reached
 - (C) to reach
 - (D) reaching it
14. Written to be performed on a _____, Thornton Wilder' s play *Our Town* depicts life in a small New England community.
- (A) stage scenery of bare
 - (B) bare of stage scenery
 - (C) scenery bare of stage
 - (D) stage bare of scenery
15. _____ many copper mines in the state of Arizona, a fact which contributes significantly to the state' s economy.
- (A) They are
 - (B) There are
 - (C) Of the
 - (D) The

Practice Test B – Written Expression

16. Margaret Mead studied many different cultures and she was one of the first anthropologists to photograph hers subjects.
17. Talc, a soft mineral with a variety of uses, sold is in slabs or in powdered form.
18. During the 1870' s iron workers in Alabama proved they could produce iron by burning iron ore with coke, instead than with charcoal.
19. Geologists at the Hawaiian Volcano Observatory rely on a number of instruments to studying the volcanoes in Hawaii.
20. Underlying aerodynamics and all other branches of theoretical mechanics are the laws of motion who were developed in the seventeenth century.
21. Was opened in 1918, the Philips Collection in Washington, D.C., was the first museum in the United States devoted to modern art.
22. A mortgage enables a person to buy property without paying for it outright; thus more people are able to enjoy to own a house.
23. Alike ethnographers, ethnohistorians make systemic observations, but they also gather data from documentary and oral sources.
24. Basal body temperature refers to the most lowest temperature of a healthy individual during waking hours.
25. Research in the United States on acupuncture has focused on it use in pain relief and anesthesia.

26. The Moon' s gravitational field cannot keep atmospheric gases from escape into space.
27. Although the pecan tree is chiefly value for its fruit, its wood is used extensively for flooring, furniture, boxes, and crates.
28. Born in Texas in 1890, Katherine Anne Porter produced three collection of short stories before publishing her well-known novel *Ship of Fools* in 1962.
29. Insulation from cold, protect against dust and sand, and camouflage are among the functions of hair for animals.
30. The notion that students are not sufficiently involved in their education is one reason for the recently surge of support for undergraduate research.
31. As secretary of transportation from 1975 to 1977, William Coleman worked to help the bankrupt railroads in the northeastern United States solved their financial problems.
32. Faults in the Earth' s crust are most evidently in sedimentary formations, where they interrupt previously continuous layers.
33. Many flowering plants benefit of pollination by adult butterflies and moths.
34. A number of the American Indian languages spoken at the time of the European arrival in the New World in the late fifteen century have become extinct.

35. George Gershwin was an American composer whose concert works joined the sounds of jazz with them of traditional orchestration.
36. One of the problems of United States agriculture that has persisted during the 1920' s until the present day is the tendency of farm income to lag behind the costs of production.
37. Volcanism occurs on Earth in several geological setting, most of which are associated with the boundaries of the enormous, rigid plates that make up the lithosphere.
38. Early European settlers in North America used medicines they made from plants native to treat colds, pneumonia, and ague, an illness similar to malaria.
39. Some insects bear a remarkable resemblance to dead twigs, being long, slenderness, wingless, and brownish in color.
40. A food additive is any chemical that food manufacturers intentional add to their products.

Practice Test B – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	A	Easy	89%
2	A	Medium	80%
3	B	Easy	86%
4	D	Easy	89%
5	A	Medium	80%
6	B	Easy	81%
7	D	Easy	88%
8	B	Medium	71%
9	A	Medium	68%
10	D	Medium	63%
11	C	Difficult	43%
12	C	Difficult	34%
13	C	Difficult	36%
14	D	Difficult	32%
15	B	Easy	86%
16	D	Easy	94%
17	C	Easy	86%
18	D	Medium	80%
19	D	Easy	88%
20	D	Easy	87%
21	A	Easy	85%
22	D	Medium	80%
23	A	Easy	81%
24	B	Easy	84%
25	C	Medium	72%
26	C	Medium	76%
26	B	Medium	72%
28	B	Medium	71%
29	A	Medium	70%
30	C	Medium	62%
31	C	Medium	67%
32	A	Medium	65%
33	B	Medium	57%
34	D	Medium	59%
35	D	Medium	57%
36	B	Difficult	41%
37	B	Difficult	52%
38	C	Medium	57%
39	C	Difficult	37%
40	C	Difficult	36%

Practice Test B – Reading

Question 1- 10

Line (5) With Robert Laurent and William Zorach, direct carving enters into the story of modern sculpture in the United States. Direct carving – in which the sculptors themselves carve stone or wood with mallet and chisel – must be recognized as something more than just a technique. Implicit in it is an aesthetic principle as well: that the medium has certain qualities of beauty and expressiveness with which sculptors must bring their own aesthetic sensibilities into harmony. For example, sometimes the shape or veining in a piece of stone or wood suggests, perhaps even dictates, not only the ultimate form, but even the subject matter.

(10) The technique of direct carving was a break with the nineteenth-century tradition in which the making of a clay model was considered the creative act and the work was then turned over to studio assistants to be cast in plaster or bronze or carved in marble. Neoclassical sculptors seldom held a mallet or chisel in their own hands, readily conceding that the assistants they employed were far better than they were at carving the finished marble.

(15) With the turn-of-the-century Crafts movement and the discovery of nontraditional sources of inspiration, such as wooden African figures and masks, there arose a new urge for hands-on, personal execution of art and an interaction with the medium. Even as early as the 1880's and 1890's, nonconformist European artists were attempting direct carving. By the second decade of the twentieth century, Americans – Laurent (20) and Zorach most notably - had adopted it as their primary means of working.

Born in France, Robert Laurent (1890-197Q) was a prodigy who received his education in the United States. In 1905 he was sent to Paris as an apprentice to an art dealer, and in the years that followed he witnessed the birth of Cubism, discovered primitive art, and learned the techniques of woodcarving from a frame maker.

(25) Back in New York City by 1910, Laurent began carving pieces such as *The Priestess*, which reveals his fascination with African, pre-Columbian, and South Pacific art. Taking a walnut plank, the sculptor carved the expressive, stylized design. It is one of the earliest examples of direct carving in American sculpture. The plank's form dictated the rigidly frontal view and the low relief. Even its irregular shape must (30) have appealed to Laurent as a break with a long-standing tradition that required a sculptor to work within a perfect rectangle or square.

1. The word "medium" in line 5 could be used to refer to

- (A) stone or wood
- (B) mallet and chisel
- (C) technique
- (D) principle

2. What is one of the fundamental principles of direct carving?

- (A) A sculptor must work with talented assistants.
- (B) The subject of a sculpture should be derived from classical stories.
- (C) The material is an important element in a sculpture.
- (D) Designing a sculpture is a more creative activity than carving it.

3. The word "dictates" in line 8 is closest in meaning to
- (A) reads aloud
 - (B) determines
 - (C) includes
 - (D) records
4. How does direct carving differ from the nineteenth-century tradition of sculpture?
- (A) Sculptors are personally involved in the carving of a piece.
 - (B) Sculptors find their inspiration in neoclassical sources.
 - (C) Sculptors have replaced the mallet and chisel with other tools.
 - (D) Sculptors receive more formal training.
5. The word "witnessed" in line 23 is closest in meaning to
- (A) influenced
 - (B) studied
 - (C) validated
 - (D) observed
6. Where did Robert Laurent learn to carve?
- (A) New York
 - (B) Africa
 - (C) The South Pacific
 - (D) Paris
7. The phrase "a break with" in line 30 is closest in meaning to
- (A) a destruction of
 - (B) a departure from
 - (C) a collapse of
 - (D) a solution to
8. The piece titled *The Priestess* has all of the following characteristics EXCEPT:
- (A) The design is stylized.
 - (B) It is made of marble.
 - (C) The carving is not deep.
 - (D) It depicts the front of a person.

Question 9 – 19

Line
(5) Birds that feed in flocks commonly retire together into roosts. The reasons for roosting communally are not always obvious, but there are some likely benefits. In winter especially, it is important for birds to keep warm at night and conserve precious food reserves. One way to do this is to find a sheltered roost. Solitary roosters shelter in dense vegetation or enter a cavity – horned larks dig holes in the ground and ptarmigan burrow into snow banks – but the effect of sheltering is magnified by several birds huddling together in the roosts, as wrens, swifts, brown creepers, bluebirds, and anis do. Body contact reduces the surface area exposed to the cold air, so the birds keep each other warm. Two kinglets huddling together were found to
(10) reduce their heat losses by a quarter, and three together saved a third of their heat.

(15) The second possible benefit of communal roosts is that they act as "information centers." During the day, parties of birds will have spread out to forage over a very large area. When they return in the evening some will have fed well, but others may have found little to eat. Some investigators have observed that when the birds set out again next morning, those birds that did not feed well on the previous day appear to follow those that did. The behavior of common and lesser kestrels may illustrate different feeding behaviors of similar birds with different roosting habits. The common kestrel hunts vertebrate animals in a small, familiar hunting ground, whereas the very similar lesser kestrel feeds on insects over a large area. The common kestrel roosts and
(20) hunts alone, but the lesser kestrel roosts and hunts in flocks, possibly so one bird can learn from others where to find insect swarms.

(25) Finally, there is safety in numbers at communal roosts since there will always be a few birds awake at any given moment to give the alarm. But this increased protection is partially counteracted by the fact that mass roosts attract predators and are especially vulnerable if they are on the ground. Even those in trees can be attacked by birds of prey. The birds on the edge are at greatest risk since predators find it easier to catch small birds perching at the margins of the roost.

9. What does the passage mainly discuss?
- (A) How birds find and store food
 - (B) How birds maintain body heat in the winter
 - (C) Why birds need to establish territory
 - (D) Why some species of birds nest together

11. Ptarmigan keep warm in the winter by
- (A) huddling together on the ground with other birds
 - (B) building nests in trees
 - (C) burrowing into dense patches of vegetation
 - (D) digging tunnels into the snow

10. The word "conserve" in line 3 is closest in meaning to
- (A) retain
 - (B) watch
 - (C) locate
 - (D) share

12. The word "magnified" in line 6 is closest in meaning to
- (A) caused
 - (B) modified
 - (C) intensified
 - (D) combined
13. The author mentions kinglets in line 9 as an example of birds that
- (A) protect themselves by nesting in holes
 - (B) nest with other species of birds
 - (C) nest together for warmth
 - (D) usually feed and nest in pairs
14. The word "forage" in line 12 is closest in meaning to
- (A) fly
 - (B) assemble
 - (C) feed
 - (D) rest
15. Which of the following statements about lesser and common kestrels is true?
- (A) The lesser kestrel and the common kestrel have similar diets.
 - (B) The lesser kestrel feeds sociably but the common kestrel does not.
 - (C) The common kestrel nests in larger flocks than does the lesser kestrel.
 - (D) The common kestrel nests in trees; the lesser kestrel nests on the ground.
16. The word "counteracted" in line 24 is closest in meaning to
- (A) suggested
 - (B) negated
 - (C) measured
 - (D) shielded
17. Which of the following is NOT mentioned in the passage as an advantage derived by birds that huddle together while sleeping?
- (A) Some members of the flock warn others of impending dangers.
 - (B) Staying together provides a greater amount of heat for the whole flock.
 - (C) Some birds in the flock function as information centers for others who are looking for food.
 - (D) Several members of the flock care for the young.
18. Which of the following is a disadvantage of communal roosts that is mentioned in the passage?
- (A) Diseases easily spread among the birds.
 - (B) Groups are more attractive to predators than individual birds are.
 - (C) Food supplies are quickly depleted.
 - (D) Some birds in the group will attack the others.
19. The word "they" in line 25 refers to
- (A) a few birds
 - (B) mass roosts
 - (C) predators
 - (D) trees

Question 20 – 30

Line Before the mid-nineteenth century, people in the United States ate most foods only
(5) in season. Drying, smoking, and salting could preserve meat for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinplate. Suddenly all
(10) kinds of food could be preserved and bought at all times of the year.

Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer
(15) periods. Thus, by the 1890's, northern city dwellers could enjoy southern and western strawberries, grapes, and tomatoes, previously available for a month at most, for up to six months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and
(20) remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.

Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables, and dairy products to achieve more varied fare.

20. What does the passage mainly discuss?
- (A) Causes of food spoilage
 - (B) Commercial production of ice
 - (C) Inventions that led to changes in the American diet
 - (D) Population movements in the nineteenth century

21. The phrase "in season" in line 2 refers to
- (A) a kind of weather
 - (B) a particular time of year
 - (C) an official schedule
 - (D) a method of flavoring food

22. The word "prevent" in line 4 is closest in meaning to
- (A) estimate
 - (B) avoid
 - (C) correct
 - (D) confine
23. During the 1860's, canned food products were
- (A) unavailable in rural areas
 - (B) shipped in refrigerator cars
 - (C) available in limited quantities
 - (D) a staple part of the American diet
24. It can be inferred that railroad refrigerator cars came into use
- (A) before 1860
 - (B) before 1890
 - (C) after 1900
 - (D) after 1920
25. The word "them" in line 14 refers to
- (A) refrigerator cars
 - (B) perishables
 - (C) growers
 - (D) distances
26. The word "fixture" in line 20 is closest in meaning to
- (A) luxury item
 - (B) substance
 - (C) commonplace object
 - (D) mechanical device
27. The author implies that in the 1920's and 1930's home deliveries of ice
- (A) decreased in number
 - (B) were on an irregular schedule
 - (C) increased in cost
 - (D) occurred only in the summer
28. The word "nevertheless" in line 24 is closest in meaning to
- (A) therefore
 - (B) because
 - (C) occasionally
 - (D) however
29. Which of the following types of food preservation was NOT mentioned in the passage?
- (A) Drying
 - (B) Canning
 - (C) Cold storage
 - (D) Chemical additives
30. Which of the following statements is supported by the passage?
- (A) Tin cans and iceboxes helped to make many foods more widely available.
 - (B) Commercial ice factories were developed by railroad owners.
 - (C) Most farmers in the United States raised only fruits and vegetables.
 - (D) People who lived in cities demanded home delivery of foods.

Question 31 – 40

The ability of falling cats to right themselves in midair and land on their feet has been a source of wonder for ages. Biologists long regarded it as an example of adaptation by natural selection, but for physicists it bordered on the miraculous. *Line* Newton's laws of motion assume that the total amount of spin of a body cannot
(5) change unless an external torque speeds it up or slows it down. If a cat has no spin when it is released and experiences no external torque, it ought not to be able to twist around as it falls.

In the speed of its execution, the righting of a tumbling cat resembles a magician's trick. The gyrations of the cat in midair are too fast for the human eye to
(10) follow, so the process is obscured. Either the eye must be speeded up, or the cat's fall slowed down for the phenomenon to be observed. A century ago the former was accomplished by means of high-speed photography using equipment now available in any pharmacy. But in the nineteenth century the capture on film of a falling cat constituted a scientific experiment.

The experiment was described in a paper presented to the Paris Academy in
(15) 1894. Two sequences of twenty photographs each, one from the side and one from behind, show a white cat in the act of righting itself. Grainy and quaint though they are, the photos show that the cat was dropped upside down, with no initial spin and still landed on its feet. Careful analysis of the photos reveals the secret: As the cat
(20) rotates the front of its body clockwise, the rear and tail twist counterclockwise, so that the total spin remains zero, in perfect accord with Newton's laws. Halfway down, the cat pulls in its legs before reversing its twist and then extends them again, with the desired end result. The explanation was that while no body can acquire spin without torque, a flexible one can readily change its orientation, or phase. Cats know this
(25) instinctively, but scientists could not be sure how it happened until they increased the speed of their perceptions a thousandfold.

31. What does the passage mainly discuss?

- (A) The explanation of an interesting phenomenon
- (B) Miracles in modern science
- (C) Procedures in scientific investigation
- (D) The differences between biology and physics

32. The word "process" in line 10 refers to

- (A) the righting of a tumbling cat
- (B) the cat's fall slowed down
- (C) high-speed photography
- (D) a scientific experiment

33. Why are the photographs mentioned in line 16 referred to as an "experiment"?

- (A) The photographs were not very clear.
- (B) The purpose of the photographs was to explain the process.
- (C) The photographer used inferior equipment.
- (D) The photographer thought the cat might be injured.

34. Which of the following can be inferred about high-speed photography in the late 1800's?

- (A) It was a relatively new technology.
- (B) The necessary equipment was easy to obtain.
- (C) The resulting photographs are difficult to interpret.
- (D) It was not fast enough to provide new information.

35. The word "rotates" in line 19 is closest in meaning to

- (A) drops
- (B) turns
- (C) controls
- (D) touches

36. According to the passage, a cat is able to right itself in midair because it is

- (A) frightened
- (B) small
- (C) intelligent
- (D) flexible

37. The word "readily" in line 24 is closest in meaning to

- (A) only
- (B) easily
- (C) slowly
- (D) certainly

38. How did scientists increase "the speed of their perceptions a thousandfold" (lines 25-26)?

- (A) By analyzing photographs
- (B) By observing a white cat in a dark room
- (C) By dropping a cat from a greater height
- (D) By studying Newton's laws of motion

Question 39 – 50

Line The changing profile of a city in the United States is apparent in the shifting
(5) definitions used by the United States Bureau of the Census. In 1870 the census officially distinguished the nation's "urban" from its "rural" population for the first time. "Urban population" was defined as persons living in towns of 8,000 inhabitants or more. But after 1900 it meant persons living in incorporated places having 2,500 or more inhabitants.

(10) Then, in 1950 the Census Bureau radically changed its definition of urban to take account of the new vagueness of city boundaries. In addition to persons living in incorporated units of 2,500 or more, the census now included those who lived in unincorporated units of that size, and also all persons living in the densely settled urban fringe, including both incorporated and unincorporated areas located around cities of 50,000 inhabitants or more. Each such unit, conceived as an integrated economic and social unit with a large population nucleus, was named a Standard Metropolitan Statistical Area (SMSA).

(15) Each SMSA would contain at least (a) one central city with 50,000 inhabitants or more or (b) two cities having shared boundaries and constituting, for general economic and social purposes, a single community with a combined population of at least 50,000, the smaller of which must have a population of at least 15,000. Such an area would include the county in which the central city was located, and adjacent counties that were found to be metropolitan in character and economically and socially integrated with the county of the central city. By 1970, about two-thirds of the population of the United States was living in these urbanized areas, and of that figure more than half were living outside the central cities.

(20) While the Census Bureau and the United States government used the term SMSA (25) (by 1969 there were 233 of them), social scientists were also using new terms to describe the elusive, vaguely defined areas reaching out from what used to be simple "towns" and "cities." A host of terms came into use: "metropolitan regions," "polynucleated population groups," "conurbations," "metropolitan clusters," "megalopolises" and so on.

39. What does the passage mainly discuss?

- (A) How cities in the United States began and developed
- (B) Solutions to overcrowding in cities
- (C) The changing definition of an urban area
- (D) How the United States Census Bureau conducts a census

40. According to the passage, the population of the United States was first classified as rural or urban in

- (A) 1870
- (B) 1900
- (C) 1950
- (D) 1970

41. The word "distinguished" in line 3 is closest in meaning to
- (A) differentiated
 - (B) removed
 - (C) honored
 - (D) protected
42. Prior to 1900, how many inhabitants would a town have to have before being defined as urban?
- (A) 2,500
 - (B) 8,000
 - (C) 15,000
 - (D) 50,000
43. According to the passage, why did the Census Bureau revise the definition of urban in 1950?
- (A) City borders had become less distinct.
 - (B) Cities had undergone radical social change.
 - (C) Elected officials could not agree on an acceptable definition
 - (D) New businesses had relocated to larger cities.
44. The word "those" in line 9 refers to
- (A) boundaries
 - (B) persons
 - (C) units
 - (D) areas
45. The word "constituting" in line 16 is closest in meaning to
- (A) located near
 - (B) determined by
 - (C) calling for
 - (D) making up
46. The word "which" in line 18 refers to a smaller
- (A) population
 - (B) city
 - (C) character
 - (D) figure
47. Which of the following is NOT true of an SMSA?
- (A) It has a population of at least 50,000.
 - (B) It can include a city's outlying regions.
 - (C) It can include unincorporated regions.
 - (D) It consists of at least two cities.
48. By 1970, what proportion of the population in the United States did NOT live in an SMSA?
- (A) 3/4
 - (B) 2/3
 - (C) 1/2
 - (D) 1/3
49. The Census Bureau first used the term "SMSA" in
- (A) 1900
 - (B) 1950
 - (C) 1969
 - (D) 1970
50. Where in the passage does the author mention names used by social scientists for an urban area?
- (A) Lines 4-5
 - (B) Lines 7-8
 - (C) Lines 21-23
 - (D) Lines 27-29

Practice Test B – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	A	Medium	49%
2	C	Difficult	46%
3	B	Medium	59%
4	A	Difficult	41%
5	D	Medium	65%
6	D	Medium	71%
7	B	Difficult	39%
8	B	Medium	54%
9	D	Medium	60%
10	A	Medium	64%
11	D	Medium	57%
12	C	Difficult	47%
13	C	Easy	91%
14	C	Difficult	35%
15	B	Medium	65%
16	B	Difficult	43%
17	D	Medium	67%
18	B	Medium	68%
19	B	Medium	68%
20	C	Easy	82%
21	B	Easy	83%
22	B	Easy	84%
23	C	Easy	86%
24	B	Easy	88%
25	B	Medium	54%
26	C	Medium	68%
26	A	Medium	76%
28	D	Medium	71%
29	D	Easy	85%
30	A	Easy	82%
31	A	Medium	62%
32	A	Medium	62%
33	B	Easy	83%
34	A	Difficult	47%
35	B	Easy	84%
36	D	Easy	86%
37	B	Medium	68%
38	A	Medium	58%
39	C	Medium	65%
40	A	Easy	90%
41	A	Easy	79%
42	B	Medium	64%

43	A	Medium	52%
44	B	Easy	84%
45	D	Difficult	43%
46	B	Medium	68%
47	D	Difficult	40%
48	D	Medium	54%
49	B	Medium	61%
50	D	Medium	67%

Practice Test C – Listening (Part A)

1.
 - (A) The doctor was too busy to see him.
 - (B) He doesn't need to see the doctor.
 - (C) The woman should use the ointment.
 - (D) His skin condition has gotten worse.
2.
 - (A) Accept the man's offer.
 - (B) Walk home.
 - (C) Give the man a ride.
 - (D) Go for a walk with the man.
3.
 - (A) The man is mistaken.
 - (B) The error will be corrected.
 - (C) She didn't know about the problem.
 - (D) Grades were sent late.
4.
 - (A) Thursdays and Fridays.
 - (B) Tuesdays and Fridays.
 - (C) Wednesdays and Thursdays.
 - (D) Tuesdays, Thursdays, and Fridays.
5.
 - (A) He's sorry he gave the woman the wrong directions.
 - (B) His friend works in the dean's office.
 - (C) He can't give the woman directions.
 - (D) He's also looking for the dean's office.
6.
 - (A) She wants to eat chicken salad.
 - (B) The chicken salad is gone.
 - (C) She dropped the man's food.
 - (D) She'll bring the tuna salad.
7.
 - (A) Wait and see how she feels in 24 hours.
 - (B) Go home and take her medicine.
 - (C) Return to the grocery store to pick up some aspirin.
 - (D) Go to the nearby pharmacy.
8.
 - (A) He didn't wear a watch.
 - (B) He had trouble getting to the place.
 - (C) He didn't want to leave the place.
 - (D) He had no idea how far it was.
9.
 - (A) Joan left it in her shopping cart.
 - (B) Kathy got it for Joan.
 - (C) Joan picked it up from a student.
 - (D) Kathy never mailed it.
10.
 - (A) He wants to ride with the woman.
 - (B) He doesn't have money to buy a car now.
 - (C) He doesn't know how to drive a car.
 - (D) He'd rather walk to school.

- 11.
- (A) Her cousin has just gotten up out of bed.
 - (B) Her cousin will be away all week.
 - (C) Her cousin will let her stay at his place.
 - (D) Her cousin is too busy to spend time with her.
- 12.
- (A) She won't be able to come to dinner.
 - (B) She would like to invite the man to the theater.
 - (C) She doesn't like to go out on Fridays.
 - (D) It was kind of the man to give her the tickets.
- 13.
- (A) Ask the librarians for help.
 - (B) Borrow an article from Dr. Frazier.
 - (C) Ask Dr. Frazier for a reference.
 - (D) Find a quieter place to study.
- 14.
- (A) He doesn't want to take the course.
 - (B) He doesn't know anyone who has taken the course.
 - (C) He thinks the course requirements are unfair.
 - (D) He has a general understanding of the course requirements.
- 15.
- (A) Frustrated because he cannot see the manager immediately.
 - (B) Afraid of the manager.
 - (C) Pleased with the manager's style.
 - (D) Sorry he arrived too late to see the manager.
- 16.
- (A) Make a copy of his notes for her.
 - (B) Ask his professor for help.
 - (C) Attend the review sessions.
 - (D) Go to the chemistry lab this evening.
- 17.
- (A) The woman may be exhibiting too many paintings.
 - (B) He's pleased the woman has her own show.
 - (C) He's willing to help the woman get ready for the show.
 - (D) He'll let the woman exhibit some of his paintings.
- 18.
- (A) Drop out of school.
 - (B) Take fewer courses.
 - (C) Graduate early.
 - (D) Study more seriously.
- 19.
- (A) Calculate how much each project will cost.
 - (B) Take time to relax.
 - (C) Discuss her stress with the project leader.
 - (D) Decide which project is most urgent.
- 20.
- (A) The man shouldn't wear his glasses in class.
 - (B) The man's glasses may be too weak.
 - (C) The man shouldn't sit so close to the board.
 - (D) The man's glasses are no longer in style.

- 21.
- (A) She isn't interested in being a historian.
 - (B) She hasn't chosen a course of study.
 - (C) She's studying American history.
 - (D) She's a very good student.
- 22.
- (A) He wishes the weather were warmer.
 - (B) He's not sure when spring officially begins.
 - (C) He often feels tired during the winter.
 - (D) He has no time to enjoy the spring weather.
- 23.
- (A) Move out of the South Dorm.
 - (B) Find a bigger room.
 - (C) Look for a room in the South Dorm.
 - (D) Stay where she lives now.
- 24.
- (A) Sally rarely borrows money.
 - (B) Sally rarely repays loans quickly.
 - (C) Sally has had a lot of expenses lately.
 - (D) He's never lent Sally any money.
- 25.
- (A) He has a new job at the tennis court.
 - (B) He no longer likes to play tennis.
 - (C) He's too busy to give tours of the campus.
 - (D) He hasn't had a chance to play tennis lately.
- 26.
- (A) The woman worked hard in the course.
 - (B) Taking the course is a great experience.
 - (C) The woman's experience made it unnecessary for her to take the course.
 - (D) He knew that the woman had taken the course before.
- 27.
- (A) She'll make an appointment at the clinic later.
 - (B) The clinic will be closed this afternoon.
 - (C) She's already seen the doctor once today.
 - (D) She plans to be immunized this afternoon.
- 28.
- (A) His desire to be an accountant isn't strong enough.
 - (B) He doesn't have the skills necessary for accounting.
 - (C) She's better at arithmetic than he is.
 - (D) He has always been good at arithmetic.
- 29.
- (A) The man should have used citations from the journals.
 - (B) The library has very few anthropology journals.
 - (C) The journal collection is large as well.
 - (D) She can't find the anthropology journals.
- 30.
- (A) Her brother insisted that she help with his plumbing.
 - (B) She refused to fix her brother's faucet.
 - (C) She didn't know about her brother's problem.
 - (D) Her brother helped her repair the plumbing.

Practice Test C – Listening (Part B)

- 31.
- (A) With a knife.
 - (B) On the edge of some metal.
 - (C) On some glass.
 - (D) On a piece of paper.
- 32.
- (A) How much the cut hurt.
 - (B) How deep the cut was.
 - (C) How easily he was cut.
 - (D) How concerned the woman was.
- 33.
- (A) The amount of skin affected by the cut.
 - (B) The cause of the cut.
 - (C) The amount of bleeding.
 - (D) The number of nerve endings irritated.
- 34.
- (A) Take a pain reliever.
 - (B) Let the cut dry out.
 - (C) Keep the cut closed.
 - (D) Go to a doctor.
- 35.
- (A) Keep it elevated.
 - (B) Put a bandage on it.
 - (C) Clean it.
 - (D) Ignore it.
- 36.
- (A) The presence of life-forms far below the Earth's surface.
 - (B) The risk of infection from rare strains of bacteria.
 - (C) Fictional representations of a hidden underground world.
 - (D) The reliability of evidence collected by new drilling methods.
- 37.
- (A) Its texture.
 - (B) Its size.
 - (C) Its preservation.
 - (D) Its shape.
- 38.
- (A) The bacteria would be killed by the human immune system.
 - (B) The bacteria would die if brought to the surface.
 - (C) Many antidotes and remedies are available.
 - (D) Drilling operations are always closely monitored.

Practice Test C – Listening (Part C)

- 39.
- (A) That babies understand language before they can speak.
 - (B) That babies have simple Mathematical skills.
 - (C) Babies' preferences for different kinds of toys.
 - (D) The influence of television on babies.
- 40.
- (A) Staring at the dolls longer.
 - (B) Crying loudly.
 - (C) Blinking their eyes rapidly.
 - (D) Reaching for the dolls.
- 41.
- (A) They're born with the ability.
 - (B) They're exceptionally intelligent.
 - (C) They learned it from playing with dolls.
 - (D) They've learned it from their parents.
- 42.
- (A) Language acquisition may be negatively affected.
 - (B) Babies used in experiments often develop emotional problems.
 - (C) Parents may force their children to learn at too early an age.
 - (D) Early coaching will interfere with creativity.
- 43.
- (A) To describe Jefferson's role in history.
 - (B) To introduce a tour of Jefferson's home.
 - (C) To train a group of architects.
 - (D) To raise money for the Monticello Historical Society.
- 44.
- (A) They knew each other.
 - (B) Palladio designed buildings in Virginia.
 - (C) Jefferson studied in Italy.
 - (D) Jefferson read books on Palladio's work.
- 45.
- (A) He made his house too large.
 - (B) He constructed a fence around his property.
 - (C) He built his house on a mountain.
 - (D) He transported unnecessary materials.
- 46.
- (A) It provides a good view of the area.
 - (B) It's surrounded by several towns.
 - (C) It's accessible to major roads.
 - (D) It's near a nature preserve.

47.

- (A) Mr. Richardson.
- (B) The university president.
- (C) A new committee member.
- (D) The committee chairperson.

48.

- (A) They sold T-shirts.
- (B) They sold photographs.
- (C) They had a garden party.
- (D) They ran tours of the nursery.

49.

- (A) It was the only nursery in their price range.
- (B) It was nearest the university.
- (C) They had worked with the nursery before.
- (D) Mr. Richardson was a friend of the committee chairperson.

50.

- (A) Review the budget.
- (B) Visit Richardson's Nursery.
- (C) Listen to a speech by the university president.
- (D) Conduct a tree-planting ceremony.

Answers (Practice C – Listening)

Question Number	Answer	Level of Difficulty	Answered Correctly
1	B	E	94%
2	B	E	82%
3	B	E	81%
4	A	E	83%
5	C	E	84%
6	D	E	89%
7	D	E	86%
8	B	M	75%
9	B	M	73%
10	B	E	80%
11	C	E	90%
12	A	E	78%
13	A	E	79%
14	D	M	71%
15	A	E	86%
16	C	M	75%
17	C	M	72%
18	B	M	66%
19	D	M	69%
20	B	M	70%
21	B	M	62%
22	A	M	64%
23	C	M	75%
24	B	M	71%
25	D	M	60%
26	C	D	34%
27	D	M	71%
28	B	D	51%
29	C	D	43%
30	A	D	24%
31	D	E	86%
32	A	M	58%
33	D	M	71%
34	C	D	50%
35	B	E	88%
36	A	D	49%
37	B	D	25%
38	B	M	67%
39	B	E	80%
40	A	M	72%
41	A	M	64%
42	C	M	64%
43	B	M	61%
44	D	M	56%
45	C	M	63%
46	A	M	61%
47	D	M	56%
48	A	D	48%
49	C	D	46%
50	A	D	22%

*E = easy, M = medium, D = difficult

Practice Test C- Listening Comprehension (Part A) Script

1.

(woman) Have you seen the doctor about your skin condition yet?

(man) Oh, it's not a problem anymore. I've found an ointment that works just fine.

(narrator) What does the man imply?

2.

(man) Need a ride home?

(woman) Thanks . .but...my apartment is just around the corner. Besides, I need the fresh air.

(narrator) What will the woman probably do?

3.

(man) I got my grades in the mail and there was a mistake in my mark for your course.

(woman) I know —there was a problem with the computer system. It should be straightened out by next week.

(narrator) What does the woman mean?

4.

(woman) I thought the department store was open late from Tuesday through Friday night.

(man) No, just Thursdays and Fridays.

(narrator) On what nights is the store open late?

5.

(woman) Excuse me. Could you by any chance tell me where the dean's office is?

(man) I'm sorry. I'm just visiting a friend here.

(narrator) What can be inferred about the man?

6.

(man) Are you sure this is what I ordered? This looks like chicken salad.

(woman) Oh, I'm sorry. You ordered the tuna salad, didn't you? I'll be right back with it.

(narrator) What does the woman mean?

7.
(woman) Oh, this headache —do you have any aspirin? On the way back from the grocery store, I went right past a pharmacy. But I forgot to pick some up.
(man) Sorry, I don't. But there's another one just down the street that's open twenty-four hours.
(narrator) What does the man suggest the woman do?

8.
(woman) Gary, what took you so long?
(man) Do you have any idea how hard it is to find this place?
(narrator) Why was the man late?

9.
(man) Joan, did you pick up your student identification card?
(woman) No, I had Kathy get it for me.
(narrator) What happened to the card?

10.
(woman) Will you be driving to school this year?
(man) Unfortunately. I can't afford a car yet.
(narrator) What does the man mean?

11.
(man) So you're spending the holiday weekend in Washington, D.C.?
(woman) Yes, my cousin lives there and he'll put me up.
(narrator) What does the woman mean?

12.
(man) My wife and I would like to have you over for dinner on Friday.
(woman) That's very kind of you, but I have theater tickets for that evening.
(narrator) What does the woman mean?

13.
(man) I don't think I'm ever going to find this article that Professor Frazier told me about.
(woman) Go to the reference desk. Someone there can tell you how to track it down.
(narrator) What does the woman suggest the man do?

14.
(woman) I'm confused about the requirements for this course. Do you know what they are?
(man) It's sort of complicated, but I have a rough idea.
(narrator) What does the man mean?

15.
(woman) If you could only wait another five minutes, I'm sure the manager will be free to answer your questions.
(man) I'm sorry, but I just can't wait any longer. I have to get to class.
(narrator) How does the man feel?

16.
(man) Can you go over my notes with me? I'll never understand all these chemistry experiments.
(woman) You know, review sessions are being held every night this week. They're supposed to be good.
(narrator) What does the woman imply the man should do?

17.
(woman) Oh, hi, Mike. Good to see you. I'm setting up for my first solo show here and — boy, arranging all these paintings is a much bigger job than I expected.
(man) Really? I'll be happy to give you a hand with it.
(narrator) What does the man mean?

18.
(man) I'm going to have to drop out of the chorus. I registered for 21 credits next semester.
(woman) You can't be serious! What are you trying to do ... graduate early?
(narrator) What does the woman imply the man should do?

19.
(woman) I'm getting really stressed out. I just don't have the time to work on all three projects.
(man) You need to set priorities — just take the time to figure out what has to be done first.
(narrator) What does the man suggest the woman do?

20.
(man) You know, when I sit at the back of the classroom, I can't see the board unless I squint.
(woman) Well, you've been wearing those same glasses as long as I've known you. It might be time for a new pair.
(narrator) What does the woman imply?

21.

(woman) Has Alice decided on a major yet? I know she was thinking about American history.

(man) She has so many interests —as far as I know she hasn't been able to make up her mind.

(narrator) What does the man say about Alice?

22.

(woman) You know, the days are getting longer now. Spring officially arrived last night!

(man) And none too soon! Now if only the temperature would cooperate —I'm tired of wearing winter clothes.

(narrator) What does the man imply?

23.

(woman) I need a place to live next semester. The ride back and forth to class this year was too much.

(man) Did you check out the South Dorm? The rooms are pretty small, but it's close to everything.

(narrator) What does the man suggest the woman do?

24.

(woman) I lent Sally twenty dollars two weeks ago and she still hasn't paid me back.

(man) She has a reputation for that kind of thing.

(narrator) What does the man mean?

25.

(woman) I haven't seen you on the tennis court recently. That was practically your second home.

(man) Well, with all my new responsibilities at the admissions office —you know, campus tours, stuff like that —well, I haven't had time to do anything else.

(narrator) What does the man mean?

26.

(woman) It looks as though I'm not going to have to take Marketing 101.

(man) That's great! I guess your work experience is really paying off.

(narrator) What does the man imply?

27.

(man) Have you been to the health center for your immunization yet?

(woman) I have an appointment at the clinic to take care of it this afternoon.

(narrator) What does the woman mean?

28.

(man) Accounting is a career I never took an interest in.

(woman) I can see why. Arithmetic was never your strength.

(narrator) What does the woman tell the man?

29.

(man) Our library has the most extensive collection of anthropology books of any university.

(woman) Not to mention journals.

(narrator) What does the woman mean?

30.

(man) I hear your brother got you to fix his faucet. .

(woman) He wouldn't take no for an answer. Anyway, it didn't take me very long.

(narrator) What does the woman mean?

Practice Test C - Listening Comprehension

(Part B) Script

Questions 31 through 35. Listen to a conversation between two friends.

- (man) Ow! That hurts!
- (woman) What happened? Did you cut yourself?
- (man) Yes —on the edge of this paper. How can such a little cut hurt so much?
I'm not even bleeding, but my finger really hurts.
- (woman) You know, I read something about that. It turns out that a little cut on a
finger can hurt a lot more than a big cut somewhere else.
- (man) Why? That doesn't make any sense.
- (woman) Actually, it does. There are more nerve endings in your hands than almost
anywhere else in the body, and it's the nerve endings that allow you to feel
pain.
- (man) I guess that's true.
- (woman) Also, a little cut like yours won't damage the nerve endings, just irritate
them. If they were damaged, you'd feel less pain, but the wound could
be more serious.
- (man) So I suppose I should be happy my finger hurts so much, right?
- (woman) Right. Now go get yourself a bandage.
- (man) Why? You just told me it's not serious.
- (woman) It's not, but it does seem to be bothering you. Putting a bandage over the
cut will keep the skin from drying and will help keep the skin together. If the
skin stays together, the nerve endings won't be exposed, and the cut will
hurt less.

31. How did the man cut himself?

32. What surprised the man?

33. According to the woman, what determines how painful a cut is?

34. What advice does the woman give the man?

35. What will the man probably do about the cut on his finger?

Questions 36 through 38.

Listen to an interview with an environmental microbiologist.

(woman)

Today's guest on "Science Update" is David Brown. Dr. Brown, you and your team have found bacteria far below the Earth's surface. You must be thrilled about your discovery.

(man)

Well, yes, it's very exciting. For a long time we'd suspected the presence of such organisms, but we lacked substantial evidence.

(woman)

How did you confirm the existence of the bacteria?

(man)

Well, technology helped. Our drilling techniques have improved significantly, and so the risk that surface bacteria could be mistaken for those found at much greater depth was reduced. With the new techniques, we could get much deeper into the Earth.

(woman)

How far down did you actually get?

(man)

In one case, about three kilometers. We were surprised, I must tell you, that there were organisms that far down.

(woman)

You know, it sounds like fiction, something like a lost world.

(man)

Let's call it a hidden biosphere, and it's probably a very extensive one. The mass of the living organisms below the surface may be equal in size to the mass of the surface bacteria.

(woman)

Have you found any unique life-forms?

(man)

Yes. One of the organisms is the first anaerobic bacillus ever discovered. That means it can live and grow only where there is no oxygen.

(woman)

Is there any danger of these bacteria infecting people when you bring them to the surface?

(man)

The bacteria in question were adapted to an environment that's hostile and alien to humans. Conversely, these anaerobic bacteria could not survive in our environment. So we really don't need to worry about these bacteria causing illness in people.

36. What is the main topic of the interview?

37. What aspect of the hidden biosphere does the man discuss?

38. According to the man, why is there no danger of infection by the bacteria?

Practice Test C- Listening Comprehension

(Part C) Script

Questions 39 through 42. Listen to a professor talk to new students about an experiment in child development.

(woman)

In our lab today, we'll be testing the hypothesis that babies can count as early as five months of age. The six babies here are all less than six months old. You'll be watching them on closed-circuit TV and measuring their responses.

The experiment is based on the well-established observation that babies stare longer if they don't see what they expect to see. First, we're going to let two dolls move slowly in front of the babies. The babies will see the two dolls disappear behind a screen. Your job is to record, in seconds, how long the babies stare at the dolls when the screen is removed.

In the next stage, two dolls will again move in front of the babies and disappear. But then a third doll will follow. When the screen is removed, the babies will only see two dolls. If we're right, the babies will now stare longer because they expect three dolls but only see two.

It seems remarkable to think that such young children can count. My own research has convinced me that they have this ability from birth. But whether they do or not, perhaps we should raise another question — should we take advantage of this ability by teaching children mathematics at such a young age? They have great untapped potential, but is it good for parents to pressure young children?

39. What is the experiment designed to demonstrate?

40. Which of the babies' reactions would be significant for the purposes of the experiment?

41. How does the professor explain the babies' behavior?

42. What implication of her research is the professor concerned about?

Questions 43 through 46. Listen to a talk given by a tour guide. .

(woman)

Before starting our tour of Monticello, I'd like to give you some historical facts that might help you appreciate what you see today even more.

Monticello was the very much loved home of Thomas Jefferson for over fifty years. Jefferson, who was, of course, President, was also a great reader and language enthusiast. He read widely on different subjects, including architecture. He wasn't formally trained in architecture, but as a result of his study and observation of other buildings, he was able to help design and build the house. He chose the site himself, naming the estate "Monticello," which means "little mountain" in Italian. In fact, many of the ideas behind the design also came from the Italian architect Andrea Palladio, who lived in the sixteenth century and who had a great influence on the architecture of England.

Jefferson, however, ignored one of Palladio's principles —that is, not to build in a high place. Monticello's elevation made the transportation of what was needed at the house —for example, food —especially difficult. But the view from the estate would not be as spectacular if Jefferson had followed Palladio's advice; there really is no boundary between the house and the nature around it, and so Jefferson was able to look out on his beloved state of Virginia from this wonderful vantage point.

Now we'll go on to Jefferson's library.

43. What is the purpose of the talk?

44. How did Jefferson learn about Palladio's ideas?

45. In what way did Jefferson go against the advice of Palladio?

46. According to the speaker, what is the advantage of Monticello's location?

Questions 47 through 50. Listen to a part of a talk at a university committee meeting.

(man)

Now that we've all introduced ourselves to the new members, let's get down to work. As the committee in charge of this year's tree-planting project, we have several items on our agenda. First, we have to review the budget. The president has informed me that the trustees have set aside \$3,000 for the purchase of trees .and our environmental T-shirt sale netted a profit of \$1,500. Second, we have to finalize the choice of trees. As you know, we're working with Richardson's Nursery again this year since everyone seemed pleased with the work he did for us last year. Mr. Richardson has presented us with several choices within our price range that he thinks would meet our needs. He's sent us pictures of the trees for us to look at, but he wanted me to tell you that we're welcome to visit the nursery if we want to see the trees themselves. Lastly, we need to plan some kind of ceremony to commemorate the planting. Several ideas, including a garden party of some sort have been suggested. So let's get on with it and turn to the first order of business.

47. Who is conducting the meeting?
48. How did the committee raise money?
49. Why did the committee choose Richardson's Nursery?
50. What will the committee probably do next?

Practice Test C – Structure

1. After quartz, calcite is the _____ in the crust of the Earth.
 - (A) mineral is most abundant
 - (B) mineral that most abundant
 - (C) most abundant mineral that
 - (D) most abundant mineral
2. Regarded as the world' s foremost linguistic theorist, Noam Chomsky continues _____ new theories about language and language learning.
 - (A) for creating
 - (B) by creation
 - (C) to create
 - (D) create
3. _____ any area receives more water than the ground can absorb, the excess water flows to the lowest level, carrying loose mineral.
 - (A) Being
 - (B) Whenever
 - (C) When might
 - (D) Is
4. In 1935 seismologist Charles F. Richter devised _____ for rating the strength of earthquakes.
 - (A) for the numerical scale
 - (B) the scale is numerical
 - (C) a numerical scale
 - (D) a scale of numerical
5. After the Second World War the woman wage earner _____ a standard part of middle-class life in the United States.
 - (A) who became
 - (B) becoming that which
 - (C) became
 - (D) to become
6. Celluloid and plastics have largely replaced genuine ivory in the manufacture _____ buttons, billiard balls, and piano keys.
 - (A) of such things as
 - (B) as of such things
 - (C) such things as of
 - (D) things as of such
7. One of the tenets of New Criticism is that a critic need not tell readers _____ about a story.
 - (A) which thinking
 - (B) what to think
 - (C) that thinking
 - (D) to think what
8. The outer ear, _____ the fleshy pinna and the auditory canal, picks up and funnels sound waves toward the eardrum.
 - (A) includes
 - (B) which it includes
 - (C) which includes
 - (D) of which includes

9. The chair may be the oldest type of furniture, _____ its importance has varied from time to time and from country to country.
- (A) but when
 - (B) until then
 - (C) in spite of
 - (D) although
10. When wood, natural gas, oil, or any other fuel burns, _____ with oxygen in the air to produce heat.
- (A) combining substances in the fuel
 - (B) substances in the fuel that combine
 - (C) substances in the fuel combine
 - (D) a combination of substances in the fuel
11. Deserts are arid land areas where _____ through evaporation than is gained through precipitation.
- (A) the loss of more water
 - (B) loses more water
 - (C) is more water lost
 - (D) more water is lost
12. When goshawk chicks are young, _____ parents share in the hunting duties and in guarding the nest.
- (A) the both
 - (B) both
 - (C) both of
 - (D) and both
13. Not only _____ among the largest animals that ever lived, but they are also among the most intelligent.
- (A) are whales
 - (B) whales
 - (C) some whales
 - (D) they are whales
14. Fish are the most ancient form of vertebrate life, and _____ all other vertebrates.
- (A) from them evolved
 - (B) evolved them
 - (C) to evolve
 - (D) they are evolved
15. _____ 350 species of sharks, and although they are all carnivorous, only a few species will attack people.
- (A) About
 - (B) Where about
 - (C) There are about
 - (D) About the

Practice Test C – Written Expression

16. The dandelion plant has a straight, smoothly, and hollow stem that contains a white, milky juice.
17. Of the much factors that contributed to the growth of international tourism in the 1950' s, one of the most important was the advent of jet travel in 1958.
18. The Canadian province of Alberta it is believed to have some of the richest oil deposits in the world.
19. Elizabeth Bishop' s poems are frequently long and carefully constructed, uses elaborate rhyme or half-rhymes.
20. California has more land under irrigation than any another state.
21. Thomas Moran' s magnificent, colorful paintings onto Wyoming landscapes captured the spirit of the western wilderness in the late nineteenth century.
22. Emily Dickinson, among the greatest women poets in the English language, died with all of hers poems unpublished, except for seven that appeared in publications of limited circulation.
23. Protecting Florida' s coral reefs in difficult because some of the corals are very fragile: even the touch of a diver' s hand can kill it.
24. Martin Luther King, Jr., is well known for organize the huge human rights march that took place in Washington in 1963.

25. A lightning flash produces electromagnetic waves that may travels along the Earth' s magnetic field for long distances.
26. One of the earliest plants domesticated in the Western Hemisphere, manioc was introduced to Europe by Spaniards returning from the New World.
27. Besides the age of nine and fifteen, almost all young people undergo a rapid series of physiological changes.
28. The frequency of meteors in the Earth' s atmosphere increases when the Earth passes through a swarm of particle generated by the breakup of a comet.
29. Ponds are noted for their rich and varied types of plant and animal life, all maintain in a delicate ecological balance.
30. In the 1920' s cinema became an important art form and one of the ten largest industry in the United States.
31. To improvise effectively, a musician must thorough understand the conventions of a given musical style.
32. During the Jurassic period plant life was abundance, providing herbivores in particular with a plentiful supply of food.
33. Some maple trees are raised for their sap, which has a high sugar content for yields sugar and syrup.

34. Long before boats became important in recreation, they were valuable to people for many essential tasks, included transportation and fishing.
35. Asteroids may be fragments of a planet shattered long ago or from material the nuclei of old comets.
36. The first Native Americans to occupy what is now the southwestern United States were the Big-Game Hunters, which appeared about 10,000 B.C.
37. Some hangers, buildings used to hold large aircraft, are very tall that rain occasionally falls from clouds that form along the ceilings.
38. Most sand dunes are always in motion as wind pushes sand upward one side of each dune, over the top, and down the other side.
39. Farms of maize, beans, and tobacco, the Wendat, Native American tribes that inhabited present-day Michigan, lived a sedentary life in densely populated villages.
40. Recently scientists have apply new tools of biochemistry and molecular biology to investigate the structure of human hair.

Practice Test A – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	D	Easy	91%
2	C	Easy	83%
3	B	Easy	83%
4	C	Easy	85%
5	C	Easy	84%
6	A	Medium	79%
7	B	Medium	70%
8	C	Medium	76%
9	D	Medium	67%
10	C	Medium	60%
11	D	Medium	59%
12	B	Medium	57%
13	A	Medium	56%
14	A	Difficult	29%
15	C	Easy	85%
16	B	Easy	90%
17	A	Easy	94%
18	B	Easy	82%
19	C	Medium	79%
20	D	Easy	89%
21	B	Medium	70%
22	C	Easy	81%
23	D	Medium	75%
24	B	Medium	76%
25	C	Medium	75%
26	B	Medium	70%
26	A	Medium	69%
28	C	Medium	65%
29	C	Medium	65%
30	D	Medium	65%
31	B	Medium	64%
32	A	Medium	64%
33	D	Medium	57%
34	C	Medium	59%
35	D	Difficult	45%
36	D	Difficult	30%
37	B	Difficult	34%
38	B	Difficult	39%
39	A	Difficult	35%
40	A	Medium	79%

Practice Test C – Reading

Question 1- 9

Line (5) Around the year 1500, hunting people occupied the entire northern third of North America. They lived well from the animals with whom they shared these lands. Hunters of sea mammals had colonized the Arctic coasts of Canada and Greenland between four and five thousand years before. Land-hunting people had lived throughout much of the northern interior for at least 12,000 years.

(10) Northern North America is part of a larger circumpolar ecological domain that continues across the narrow Bering Strait into Siberia and northern Europe. The overall circumpolar environment in the 1500' s was not very different from the environment of the present. This vast landmass had a continental climate and was dominated by cold arctic air throughout a long winter and spring season. Summer temperatures ranged from near freezing to the mid-20's Celsius, while winter temperatures were often as low as 40 degrees below zero Celsius.

(15) Geographers divide the overall circumpolar domain into two zones, the Arctic and below it, the Subarctic. They refer to the landforms of these areas as tundra and taiga, respectively.

(20) Temperatures in the northern lands were below freezing for eight or nine months of the year. Subsurface soil in the Arctic's tundra remained permanently frozen. Even when summer temperatures were above freezing and the top inches of earth became saturated with water, the soil below remained frozen into a permafrost, as hard as rock. When water flowed upon the surface of permanently frozen tundra, it made overland travel extremely difficult. Summer travel in the boggy lands, or muskeg country, of the Subarctic's taiga was also slow and arduous. Tracking animals was more difficult than it was during the winter when the swampy ground was frozen solid and covered with snow. In both tundra and taiga, hordes of mosquitoes and biting flies bred in the standing pools of water. Clothing lost its thermal efficiency when it became damp. (25) Northern people looked forward to the turn of the season to bring the easier traveling conditions associated with cold weather. In the Arctic, they could haul food and supplies by dogsled while in the Subarctic, people could travel quickly and efficiently by snowshoes and toboggan.

1. The word "domain" in line 6 is closest in meaning to

- (A) temperature
- (B) period
- (C) region
- (D) process

2. Which of the following terms is used to describe the landforms of the Arctic region?

- (A) Subarctic
- (B) Taiga
- (C) Tundra
- (D) Muskeg

3. For how many months of the year were temperatures below freezing in the circumpolar region?
- (A) 4-5 months
 - (B) 6 months
 - (C) 8-9 months
 - (D) 12 months
4. The word "saturated" in line 19 is closest in meaning to
- (A) enriched
 - (B) dissolved
 - (C) removed
 - (D) soaked
5. The word "arduous" in line 22 is closest in meaning to
- (A) humid
 - (B) difficult
 - (C) indirect
 - (D) unnecessary
6. The word "standing" in line 25 is closest in meaning to
- (A) not flowing
 - (B) very deep
 - (C) numerous
 - (D) contaminated
7. All of the following are mentioned as having made travel in the summer difficult EXCEPT
- (A) insects
 - (B) wet clothing
 - (C) swampy lands
 - (D) lack of supplies
8. The subsurface soil in the Arctic's tundra is most comparable to which of the following?
- (A) Cement
 - (B) A bog
 - (C) A pond
 - (D) Sand
9. Where in the passage does the author mention a means by which people traveled in the northern lands?
- (A) Lines 2-4
 - (B) Lines 6-7
 - (C) Lines 20-21
 - (D) Lines 27-29

Questions 10-19

Social parasitism involves one species relying on another to raise its young. Among vertebrates, the best known social parasites are such birds as cuckoos and cowbirds; the female lays an egg in a nest belonging to another species and leaves it for the host to rear.

Line

(5) The dulotic species of ants, however, are the supreme social parasites. Consider, for example, the unusual behavior of ants belonging to the genus *Polyergus*. All species of this ant have lost the ability to care for themselves. The workers do not forage for food. feed their brood or queen, or even dean their own nest. To compensate for these deficits, *Polyergus* has become specialized at obtaining workers from the related genus *Formica* to do these chores.

(10)

In a raid, several thousand *Polyergus* workers will travel up to 500 feet in search of a *Formica* nest, penetrate it, drive off the queen and tier workers, capture the pupal brood, and transport it back to their nest. The captured brood is then reared by the resident *Formica* workers until the developing pupae emerge to add to the *Formica* population, which maintains the mixed-species nest The *Formica* workers forage for food and give it to colony members of both species. They also remove wastes and excavate new chambers as the population increases.

(15)

The true extent of the *Polyergus* ants' dependence on the *Formica* becomes apparent when the worker population grows too large for the existing nest. *Formica* scouts locate a new nesting site, return to the mixed-species colony, and recruit additional *Formica* nest mates. During a period that may last seven days, the *Formica* workers carry to the new nest all the *Polyergus* eggs, larvae, and pupae, every *Polyergus* adult, and even the *Polyergus* queen.

(20)

Of the approximately 8,000 species of ants in the world, all 5 species of *Polyergus* and some 200 species in other genera have evolved some degree of parasitic relationship with other ants.

(25)

10. Which of the following statements best represents the main idea of the passage?

- (A) Ants belonging to the genus *Formica* are incapable of performing certain tasks.
- (B) The genus *Polyergus* is quite similar to the genus *Formica*.
- (C) Ants belonging to the genus *Polyergus* have an unusual relationship with ants belonging to the genus *Formica*.
- (D) *Polyergus* ants frequently leave their nests to build new colonies.

11. The word "raise" in line 1 is closest in meaning to

- (A) rear
- (B) lift
- (C) collect
- (D) increase

12. The author mentions cuckoos and cowbirds in line 2 because they
- (A) share their nests with each other
 - (B) are closely related species
 - (C) raise the young of other birds
 - (D) are social parasites
13. The word "it" in line 3 refers to
- (A) species
 - (B) nest
 - (C) egg
 - (D) female
14. What does the author mean by stating that "The dulotic species of lifts... are die supreme social parasites" (line 5) ?
- (A) The Polyergus are more highly developed than die Formica.
 - (B) The Formica have developed specialized roles.
 - (C) The Polyergus are heavily dependent on the Formica.
 - (D) The Formica do not reproduce rapidly enough to care for themselves
15. Which of the following is a task that an ant of the genus Polyergus might do?
- (A) Look for food.
 - (B) Raid another nest
 - (C) Care for the young.
 - (D) Clean its own nest.
16. The word "excavate" in line 17 is closest in meaning to
- (A) find
 - (B) clean
 - (C) repair
 - (D) dig
17. The word "recruit" in line 20 is closest in meaning
- (A) create
 - (B) enlist
 - (C) endure
 - (D) capture
18. What happens when a mixed colony of Polyergus and Formica ants becomes too large?
- (A) The Polyergus workers enlarge the existing nest.
 - (B) The captured Formica workers return to their original nest.
 - (C) The Polyergus and the Formica build separate nests.
 - (D) The Polyergus and the Formica move to a new nest.
19. According to the information in the passage, all of the following terms refer to ants belonging to the genus Formica EXCEPT the
- (A) dulotic species of ants (line 5)
 - (B) captured brood (line 13)
 - (C) developing pupae (line 14)
 - (D) worker population (line 19)

Questions 20-29

The Winterthur Museum is a collection and a house. There are many museums devoted to the decorative arts and many house museums, but rarely in the United States is a great collection displayed in a great country house. Passing through successive generations of a single family, Winterthur has been a private estate for more than a century. Even after the extensive renovations made to it between 1929 and 1931, the house remained a family residence. This fact is of importance to the atmosphere and effect of the museum. The impression of a lived-in house is apparent to the visitor; the rooms look as if they were vacated only a short while ago whether by the original owners of the furniture or the most recent residents of the house can be a matter of personal interpretation. Winterthur remains, then, a house in which a collection of furniture and architectural elements has been assembled. Like an English country house, it is an organic structure; the house, as well as the collection and manner of displaying it to the visitor, has changed over the years. The changes have coincided with developing concepts of the American arts, increased knowledge on the part of collectors and students, and a progression toward the achievement of a historical effect in period-room displays. The rooms at Winterthur have followed this current, yet still retained the character of a private house.

The concept of a period room as a display technique has developed gradually over the years in an effort to present works of art in a context that would show them to greater effect and would give them more meaning for the viewer. Comparable to the habitat group in a natural history museum, the period room represents the decorative arts in a lively and interesting manner and provides an opportunity to assemble objects related by style, date, or place of manufacture.

20. What does the passage mainly discuss?

- (A) The reason that Winterthur was redesigned
- (B) Elements that make Winterthur an unusual museum
- (C) How Winterthur compares to English country houses
- (D) Historical furniture contained in Winterthur

21. The phrase "devoted to" in line 2 is closest in meaning to

- (A) surrounded by
- (B) specializing in
- (C) successful with
- (D) sentimental about

22. What happened at Winterthur between 1929 and 1931?
- (A) The owners moved out.
 - (B) The house was repaired.
 - (C) The old furniture was replaced.
 - (D) The estate became a museum.
23. What does the author mean by stating "The impression of a lived-in house is apparent to the visitor" (line 7)?
- (A) Winterthur is very old.
 - (B) Few people visit Winterthur.
 - (C) Winterthur does not look like a typical museum.
 - (D) The furniture at Winterthur looks comfortable.
24. The word "assembled" in line 11 is closest in meaning to
- (A) summoned
 - (B) appreciated
 - (C) brought together
 - (D) fundamentally changed
25. The word "it" in line 12 refers to
- (A) Winterthur
 - (B) collection
 - (C) English country house
 - (D) visitor
26. The word "developing" in line 14 is closest in meaning to
- (A) traditional
 - (B) exhibiting
 - (C) informative
 - (D) evolving
27. According to the passage, objects in a period room are related by all of the following EXCEPT
- (A) date
 - (B) style
 - (C) place of manufacture
 - (D) past ownership
28. What is the relationship between the two paragraphs in the passage?
- (A) The second paragraph explains a term that was mentioned in the first paragraph.
 - (B) Each paragraph describes a different approach to the display of objects in a museum.
 - (C) The second paragraph explains a philosophy of art appreciation that contrasts with the philosophy explained in the first paragraph.
 - (D) Each paragraph describes a different historical period.
29. Where in the passage does the author explain why displays at Winterthur have changed?
- (A) lines 1-3
 - (B) lines 5-6
 - (C) lines 7-10
 - (D) lines 13-16

Questions 30-39

Line The modern comic strip started out as ammunition in a newspaper war between
(5) giants of the American press in the late nineteenth century. The first full-color comic strip appeared in January 1894 in the New York *World*, owned by Joseph Pulitzer. The first regular weekly full-color comic supplement, similar to today's Sunday funnies, appeared two years later, in William Randolph Hearst's rival New York paper, the *Morning Journal*.

(10) Both were immensely popular, and publishers realized that supplementing the news with comic relief boosted the sale of papers. The *Morning Journal* started another feature in 1896, the "Yellow Kid," the first continuous comic character in the United States, whose creator, Richard Outcault, had been lured away from the *World* by the ambitious Hearst. The "Yellow Kid" was in many ways a pioneer. Its comic dialogue was the strictly urban farce that came to characterize later strips, and it introduced the speech balloon inside the strip, usually placed above the characters' heads.

(15) The first strip to incorporate all the elements of later comics was Rudolph Dirks's "Katzenjammer Kids," based on Wilhelm Busch's *Max and Moritz*, a European satire of the nineteenth century. The "Kids" strip, first published in 1897, served as the prototype for future American strips. It contained not only speech balloons, but a continuous cast of characters, and was divided into small regular panels that did away with the larger panoramic scenes of most earlier comics.

(20) Newspaper syndication played a major role in spreading the popularity of comic strips throughout the country. Though weekly colored comics came first, daily black-and-white strips were not far behind. They first appeared in the Chicago *American* in 1904. It was followed by many imitators, and by 1915 black-and-white comic strips had become a staple of daily newspapers around the country.

30. What does the passage mainly discuss?
- (A) A comparison of two popular comic strips
 - (B) The differences between early and modern comic strips
 - (C) The effects of newspapers on comic strip stories
 - (D) Features of early comic strips in the United States

31. Why does the author mention Joseph Pulitzer and William Randolph Hearst?
- (A) They established New York's first newspaper.
 - (B) They published comic strips about the newspaper war.
 - (C) Their comic strips are still published today.
 - (D) They owned major competitive newspapers.

32. The passage suggests that comic strips were popular for which of the following reasons?
- (A) They provided a break from serious news stories.
 - (B) Readers enjoyed the unusual drawings.
 - (C) Readers could identify with the characters.
 - (D) They were about real-life situations.
33. To say that Richard Outcault had been "lured away from" the *World* by Hearst (line 10) means which of the following?
- (A) Hearst convinced Outcault to leave the *World*.
 - (B) Hearst fired Outcault from the *World*.
 - (C) Hearst warned Outcault to leave the *World*.
 - (D) Hearst wanted Outcault to work for the *World*.
34. The word "it" in line 12 refer to
- (A) The "Yellow Kid"
 - (B) dialogue
 - (C) farce
 - (D) balloon
35. According to the passage, the "Yellow Kid" was the first comic strip to do all of the following EXCEPT
- (A) feature the same character in each episode
 - (B) include dialogue inside a balloon
 - (C) appear in a Chicago newspaper
 - (D) characterize city life in a humorous way
36. The word "incorporate" in line 14 is closest in meaning to
- (A) affect
 - (B) create
 - (C) combine
 - (D) mention
37. The word "prototype" in line 17 is closest in meaning to
- (A) story
 - (B) humor
 - (C) drawing
 - (D) model
38. The word "staple" in line 24 is closest in meaning to
- (A) regular feature
 - (B) popular edition
 - (C) new version
 - (D) huge success
39. In what order does the author discuss various comic strips in the passage?
- (A) In alphabetical order by title
 - (B) In the order in which they were created
 - (C) According to the newspaper in which they appeared
 - (D) From most popular to least popular

Questions 40-50

Line Every drop of water in the ocean, even in the deepest parts, responds to the forces
(5) that create the tides. No other force that affects the sea is so strong. Compared with the tides, the waves created by the wind are surface movements felt no more than a hundred fathoms below the surface. The currents also seldom involve more than the upper several hundred fathoms despite their impressive sweep.

(10) The tides are a response of the waters of the ocean to the pull of the Moon and the more distant Sun. In theory, there is a gravitational attraction between the water and even the outermost star of the universe. In reality, however, the pull of remote stars is so slight as to be obliterated by the control of the Moon and, to a lesser extent, the Sun. Just as the Moon rises later each day by fifty minutes, on the average, so, in most places, the time of high tide is correspondingly later each day. And as the Moon waxes and wanes in its monthly cycle, so the height of the tide varies. The tidal movements are strongest when the Moon is a sliver in the sky, and when it is full. These are the highest flood tides and the lowest ebb tides of the lunar month and are called the spring
(15) tides. At these times the Sun, Moon, and Earth are nearly in line and the pull of the two heavenly bodies is added together to bring the water high on the beaches, to send its surf upward against the sea cliffs, and to draw a high tide into the harbors. Twice each month, at the quarters of the Moon, when the Sun, Moon and Earth lie at the apexes of a triangular configuration and the pull of the Sun and Moon are opposed, the moderate
(20) tidal movements called neap tides occur. Then the difference between high and low water is less than at any other time during the month.

40. What is the main point of the first paragraph?

- (A) The waves created by ocean currents are very large.
- (B) Despite the strength of the wind, it only moves surface water.
- (C) Deep ocean water is seldom affected by forces that move water.
- (D) The tides are the most powerful force to affect the movement of ocean water.

41. The word "felt" in line 3 is closest in meaning to

- (A) based
- (B) dropped
- (C) detected
- (D) explored

42. The words "In reality" in line 8 are closest in meaning to

- (A) surprisingly
- (B) actually
- (C) characteristically
- (D) similarly

43. It can be inferred from the passage that the most important factor in determining how much gravitational effect one object in space has on the tides is

- (A) size
- (B) distance
- (C) temperature
- (D) density

44. The word "correspondingly" in line 11 is closest in meaning to

- (A) unpredictably
- (B) interestingly
- (C) similarly
- (D) unusually

45. What is the cause of spring tides?

- (A) Seasonal changes in the weather
- (B) The gravitational pull of the Sun and the Moon when nearly in line with the Earth
- (C) The Earth's movement around the Sun
- (D) The triangular arrangement of the Earth, Sun, and Moon

46. Which of the following pictures best represents the position of the Sun, Moon, and Earth during spring tides?

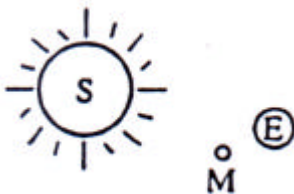
(A)



(B)



(C)



(D)



47. The word "configuration" in line 19 is closest in meaning to

- (A) unit
- (B) center
- (C) surface
- (D) arrangement

48. Neap tides occur when

- (A) the Sun counteracts the Moon's gravitational attraction
- (B) the Moon is full
- (C) the Moon is farthest from the Sun
- (D) waves created by the wind combine with the Moon's gravitational attraction

49. According to the passage, all of the following statements about tides are true EXCEPT:

- (A) The time of high tide is later each day.
- (B) Tides have a greater effect on the sea than waves do.
- (C) The strongest tides occur at the quarters of the Moon.
- (D) Neap tides are more moderate than spring tides.

50. Where in the passage does the author mention movements of ocean water other than those caused by tides?

- (A) Lines 2-5
- (B) Lines 10-11
- (C) Lines 12-13
- (D) Lines 17-20

Practice Test C – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	C	Easy	82%
2	C	Medium	64%
3	C	Easy	86%
4	D	Difficult	44%
5	B	Medium	76%
6	A	Medium	63%
7	D	Medium	54%
8	A	Difficult	46%
9	D	Medium	65%
10	C	Medium	69%
11	A	Medium	49%
12	D	Medium	66%
13	C	Easy	84%
14	C	Medium	55%
15	B	Medium	66%
16	D	Medium	53%
17	B	Difficult	27%
18	D	Medium	59%
19	A	Difficult	43%
20	B	Medium	72%
21	B	Medium	60%
22	B	Medium	62%
23	C	Medium	71%
24	C	Medium	65%
25	A	Medium	60%
26	D	Medium	61%
27	D	Easy	82%
28	A	Difficult	37%
29	D	Medium	72%
30	D	Medium	49%
31	D	Difficult	48%
32	A	Difficult	39%
33	A	Difficult	33%
34	A	Medium	68%
35	C	Medium	70%
36	C	Medium	64%
37	D	Medium	76%
38	A	Medium	58%
39	B	Medium	60%
40	D	Medium	64%
41	C	Medium	49%
42	B	Easy	86%

43	B	Medium	65%
44	C	Medium	68%
45	B	Medium	68%
46	D	Medium	65%
47	D	Medium	64%
48	A	Difficult	43%
49	C	Medium	56%
50	A	Medium	65%

Section 1

Listening Comprehension

1

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three 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. When you take the actual TOEFL test, you will not be allowed to take notes or write in your test book. Try to work on **Practice Test D** in the same way.

Part A

Directions: In Part A, you will hear short conversations between two 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 four 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:

In your book, you read:

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

Sample Answer

A B C D

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 doesn't like the painting either." Therefore, the correct choice is (A).

Wait

1**1****1****1****1****1****1**

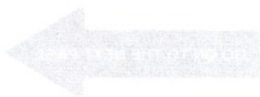
1. (A) Discuss the situation with the person in charge of the dormitory.
(B) Ask her roommate not to make so much noise.
(C) Go to bed after midnight.
(D) Send a letter to the residents.
2. (A) Now he understands the system.
(B) He has no use for technology.
(C) He has to do some calculations.
(D) He doesn't know how to operate the computer.
3. (A) He's growing very quickly.
(B) He's the tallest of three boys.
(C) He can jump high.
(D) He has to leave today at three.
4. (A) Nothing can help Debra pass the exam.
(B) Debra doesn't need to study at all.
(C) Being well rested will help Debra on the exam.
(D) Debra should get some fresh air in the morning.
5. (A) The woman's roommate went to get it.
(B) It was sent to the woman's roommate by mistake.
(C) The woman picked it up at the post office.
(D) The postal service delivered it to the woman's house.
6. (A) He has to wash a thousand dishes.
(B) He has more dishes than his brother.
(C) His brother takes too much time washing the dishes.
(D) He has asked his brother to wash the dishes many times.
7. (A) He'd like to reschedule the party.
(B) He and Jill aren't free next week.
(C) He's not sure if Jill is available on Friday.
(D) He doesn't know what to bring to the party.
8. (A) The bicycle is being repaired.
(B) The bicycle is new.
(C) She lent the bicycle to a friend.
(D) The bicycle is parked outside.
9. (A) She wanted to visit Joe's home.
(B) She doesn't understand why Joe left without her.
(C) Joe should take a taxi to her house.
(D) Joe didn't want to take the taxi to his house.
10. (A) He has always admired her.
(B) He wishes he could spend more time with her.
(C) She's taller than he is.
(D) She looks very different from him.



11. (A) Train service will return to normal in a few days.
(B) It's better to take a train later in the day.
(C) The man took the wrong train.
(D) Delays in train service will continue.
12. (A) Put the briefcase back in the elevator.
(B) Contact the owner of the briefcase.
(C) Find out if the receptionist lost a briefcase.
(D) Take the briefcase to the reception desk.
13. (A) Sports.
(B) Music.
(C) Hardware.
(D) Arts and crafts.
14. (A) She works long hours.
(B) She found another job.
(C) She is too tired to teach.
(D) No one can take her place.
15. (A) The band needs more practice.
(B) The band members are being paid to play.
(C) The band has been working hard.
(D) Band practice begins in an hour.
16. (A) She has changed her schedule.
(B) She was sick on Friday.
(C) She works less than she used to.
(D) Her vacation started on Monday.
17. (A) Where the woman is going to dinner.
(B) Where the new restaurant is located.
(C) Where the woman got the coupon.
(D) Where the woman's cousin lives.
18. (A) She'd also like to get a printer.
(B) She needs a printer more than the man does.
(C) The man should buy a high-quality printer.
(D) The man should invest in a printing company.
19. (A) Hurry.
(B) Pick up the Browns.
(C) Go downstairs.
(D) Move to a new house.
20. (A) She wants to change her major.
(B) She's not going to graduate school immediately.
(C) She'll stop at the office before returning to school.
(D) She'll switch colleges for graduate work.

1**1****1****1****1****1****1**

21. (A) The picnic will probably be canceled.
(B) He's glad that the picnic is this weekend.
(C) It's not going to rain.
(D) He knows where the picnic is to be held.
22. (A) To try out for the volleyball team.
(B) Not to worry about what people think.
(C) To get them tickets to the volleyball game.
(D) To spend more time on her studies.
23. (A) Mike probably won't find an apartment in time.
(B) Mike should talk to his old landlord.
(C) Mike always manages to find an apartment.
(D) Mike hasn't registered for school this year.
24. (A) Read a gas meter.
(B) Start a camp fire.
(C) Get gas for his car.
(D) Cook some food.
25. (A) He doesn't remember exactly what he said.
(B) He told the woman to try to get more sleep.
(C) He knew the woman would benefit from his advice.
(D) He didn't expect the woman to listen to him.
26. (A) It's easier to take the subway.
(B) Automobiles pollute the air.
(C) The subway is less than half full.
(D) Cars are expensive to operate.
27. (A) She thinks it's cold too.
(B) They need to get the freezer fixed again.
(C) She'd like the man to repeat what he said.
(D) The man told her that before.
28. (A) The man caused the newsletter to be late.
(B) The man's article won't be published right away.
(C) She hasn't had time to read the man's article.
(D) She doesn't know what happened to the man's article.
29. (A) The sisters share a lot of things.
(B) She and her sister will switch seats.
(C) Things are going well for her sister.
(D) Her sister finished her cooking.
30. (A) Eat a late dinner.
(B) Cancel the break.
(C) Skip dinner.
(D) Bring the man something to eat.





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 four possible answers in your 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.

Remember, you should **not** take notes or write on your test pages.





31. (A) To make an appointment to look at a house.
(B) To get information about special housing.
(C) To ask about getting a loan to buy a house.
(D) To renew his housing contract.
32. (A) With his grandparents.
(B) In student housing.
(C) With his wife's parents.
(D) In his own apartment.
33. (A) He has more than one child.
(B) His wife is a graduate student.
(C) He is a full-time student.
(D) He works at the university housing office.
34. (A) He earns less than \$15,000 a year.
(B) He's looking for a full-time job.
(C) He thinks his rent is too high.
(D) He plans to go back to graduate school.
35. (A) She isn't there in the morning.
(B) Her assistant isn't there in the morning.
(C) She won't have the forms he needs until the afternoon.
(D) She isn't as busy in the afternoon.
36. (A) They lived in caves.
(B) They traveled in groups.
(C) They had an advanced language.
(D) They ate mostly fruit.
37. (A) They lived in large groups.
(B) They used sand as insulation.
(C) They kept fires burning constantly.
(D) They faced their homes toward the south.
38. (A) Meet his anthropology teacher.
(B) Lend him her magazine when she's done with it.
(C) Come over to his house after class.
(D) Help him study for an anthropology test.



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 four possible answers in your 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:

Now listen to a sample question.

Sample Answer

(A) (B) ● (D)

In your book, you read:

- (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 choice is (C).

Now listen to another sample question.

Sample Answer

(A) (B) (C) ●

In your book, you read:

- (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).

Remember, you should **not** take notes or write on your test pages.

Wait

1**1****1****1****1****1****1**

39. (A) Putting a roof on a barn.
(B) Harvesting water reeds.
(C) Using stone as a building material.
(D) Daily farm operations.
40. (A) Clay tiles.
(B) Slate or stone.
(C) Wooden shingles.
(D) Reeds or straw.
41. (A) Later colonists did not know how to thatch.
(B) Thatching was considered dangerous.
(C) Other roofing materials were available.
(D) Thatching was unsuitable for the climate.
42. (A) It's manufactured to be strong.
(B) It bends without breaking.
(C) Thatchers nail it down securely.
(D) The winds can pass through it easily.
43. (A) If people had more time to learn how to do it.
(B) If its cost went down.
(C) If it could make buildings more attractive.
(D) If people realized its many advantages.
44. (A) The coffee market in Boston.
(B) The role of supermarkets in the coffee business.
(C) A new trend in the United States.
(D) The advertising of a new product.
45. (A) Gourmet coffee is less expensive.
(B) Regular brands of coffee have too much caffeine.
(C) Gourmet coffee tastes better.
(D) Gourmet coffee is grown in the United States.
46. (A) They will run out of coffee.
(B) They will successfully compete with gourmet coffee sellers.
(C) They will introduce new regular brands of coffee.
(D) They will lose some coffee business.



47. (A) Photographic techniques common in the early 1900's.
(B) The life of Alfred Stieglitz.
(C) The influence of weather on Alfred Stieglitz' photography.
(D) Alfred Stieglitz' approach to photography.
48. (A) How to analyze photographic techniques.
(B) How to define photography.
(C) How Alfred Stieglitz contributed to the history of photography.
(D) Whether photography is superior to other art forms.
49. (A) They were influenced by his background in engineering.
(B) They were very expensive to take.
(C) They were among the first taken under such conditions.
(D) Most of them were of poor quality.
50. (A) He thought the copying process took too long.
(B) He considered each photograph to be unique.
(C) He didn't have the necessary equipment for reproduction.
(D) He didn't want them to be displayed outside of his home.

No test material on this page.

This is the end of Section 1.

Stop work on Section 1 now.

Turn off your cassette player.



**Read the directions for Section 2 and begin work.
Do NOT read or work on any other section of the test
during the next 25 minutes.**

Practice Test D - Answer Keys

Section 1				Section 2			
Listening Comprehension				Structure and Written Expression			
Question Number	Answer	Level of Difficulty*	Answered Correctly	Question Number	Answer	Level of Difficulty*	Answered Correctly
1	A	E	85%	1	A	E	93%
2	D	E	82%	2	A	E	84%
3	A	E	87%	3	C	E	84%
4	C	E	85%	4	C	E	80%
5	A	E	86%	5	C	M	72%
6	D	M	76%	6	D	M	69%
7	C	E	90%	7	B	M	78%
8	A	E	89%	8	C	M	61%
9	B	E	88%	9	D	M	60%
10	A	M	74%	10	C	E	80%
11	D	E	81%	11	B	D	43%
12	D	E	86%	12	A	M	58%
13	B	E	95%	13	B	D	48%
14	D	M	71%	14	D	D	40%
15	C	E	81%	15	D	D	51%
16	A	E	84%	16	D	E	90%
17	C	D	57%	17	C	M	76%
18	C	M	79%	18	D	E	83%
19	A	M	69%	19	D	E	87%
20	B	M	72%	20	B	M	79%
21	A	M	70%	21	C	E	83%
22	D	M	67%	22	A	E	81%
23	A	D	57%	23	C	M	74%
24	D	M	64%	24	C	M	76%
25	C	D	55%	25	B	M	74%
26	B	M	60%	26	D	M	70%
27	A	M	77%	27	A	M	66%
28	B	D	54%	28	C	M	67%
29	C	D	45%	29	B	M	57%
30	A	D	49%	30	A	M	57%
31	B	M	79%	31	B	M	57%
32	C	M	69%	32	A	D	42%
33	B	M	70%	33	C	D	53%
34	A	M	63%	34	D	D	56%
35	D	M	76%	35	D	D	52%
36	A	M	76%	36	C	D	54%
37	D	D	56%	37	A	D	50%
38	B	E	87%	38	A	D	45%
39	A	M	74%	39	A	D	51%
40	D	M	70%	40	B	M	55%
41	C	M	61%				
42	B	M	63%				
43	D	M	78%				
44	C	D	36%				
45	C	D	47%				
46	D	D	55%				
47	D	M	65%				
48	B	D	41%				
49	C	M	67%				
50	B	E	80%				

*E = easy, M = medium, D = difficult

(continued)



Listening

Comprehension Script **D**

Part A

- (woman) You know, the noise in my dorm has really gotten out of control. My roommate and I can rarely get to sleep before midnight.

(man) Why don't you take the problem up with the dorm supervisor?

(narrator) What does the man suggest the woman do?
- (woman) That's a nice computer you have.

(man) Now all I have to do is figure out how to use it.

(narrator) What does the man imply?
- (man) Your little nephew is growing by leaps and bounds.

(woman) Yes, he must be at least three feet tall already.

(narrator) What do the speakers say about the woman's nephew?
- (woman) Debra says she's going to stay up all night studying for her exam tomorrow morning.

(man) Wouldn't she be better off getting a good night's sleep so she'll feel fresh in the morning?

(narrator) What does the man imply?
- (man) Did you pick up your letter at the post office?

(woman) No, I got my roommate to do it.

(narrator) What happened to the letter?
- (woman) Have you asked your brother to do the dishes?

(man) Thousands of times.

(narrator) What does the man mean?
- (woman) Tom and I are having a party next week. We wondered if you and Jill would be free to join us.

(man) Sounds great, but I'd better talk to Jill before we say yes.

(narrator) What does the man imply?
- (man) Hi, I see you're walking. Where's your bicycle today?

(woman) Oh, I bent the wheel yesterday, so I had to take it to the shop.

(narrator) What does the woman mean?

Listening Comprehension Script **D**

9. (man) Joe took a taxi home alone ten minutes ago.
(woman) I wonder why he didn't wait for me to go with him.
(narrator) What does the woman mean?
10. (woman) I hear your older sister is on the Olympic team and on the honors list.
She must be quite a person.
(man) She sure is. I've always looked up to her.
(narrator) What does the man say about his sister?
11. (man 1) What a morning! My train usually takes forty-five minutes, but today
it took me over an hour to get to campus.
(man 2) I saw signs in the station that construction would be going on for the
next three months.
(narrator) What can be inferred from the conversation?
12. (woman) On my way up to your office I found this briefcase in the elevator.
What do you think I should do?
(man) Take it to the receptionist — the lost and found box is there.
(narrator) What does the man suggest the woman do?
13. (woman) Could you please tell me where I can find a CD by the Beatles?
(man) Sure, it would be over there with all the CD's in pop rock. They're
arranged alphabetically by group.
(narrator) In what kind of store does this conversation take place?
14. (man) Have you heard that Professor Jones is retiring?
(woman) Yes. The faculty won't find anyone to fill her shoes.
(narrator) What does the woman imply about Professor Jones?
15. (man) What a wonderful performance! The marching band has never
sounded better.
(woman) Thanks . . . I guess all those hours of practice are finally paying off.
(narrator) What does the woman mean?
16. (woman 1) What's Laura doing here today? I thought she was supposed to be out
of the office on Mondays.
(woman 2) She decided she'd rather have Fridays off instead.
(narrator) What can be inferred about Laura?

Listening Comprehension Script **D**

17. (woman) I've got a coupon for half off dinner at that new restaurant down the street. I think I'll use it when my cousin comes for a visit this weekend.
(man) Where did you get it? I wouldn't mind trying that place out too.
(narrator) What does the man want to know?
18. (man) I'm thinking of getting a new printer.
(woman) I'd invest in a laser printer. The print quality is much better.
(narrator) What does the woman mean?
19. (man) We've got a whole hour before the Browns come by to pick us up.
(woman) Yeah, but we'd better get moving.
(narrator) What does the woman suggest they do?
20. (man) Do you still want to go to graduate school after you get out of college?
(woman) I've changed my mind about that. I want to start working before I go back to school.
(narrator) What does the woman mean?
21. (woman) I just heard that there are going to be showers on and off all weekend.
(man) There goes the picnic!
(narrator) What does the man mean?
22. (man) I'm getting worried about Jennifer. All she talks about these days is her volleyball team, and all she does is practice.
(woman) Her grades will fall for sure. Let's try to find her after dinner and talk some sense into her.
(narrator) What are the speakers probably going to tell Jennifer?
23. (woman) I'm not sure that Mike'll be able to find an apartment before school starts, even though he's been looking for weeks.
(man) Frankly, I think the odds are against him at this point.
(narrator) What does the man mean?
24. (man) I'm not accustomed to using a gas stove.
(woman) It's simple. Just turn the knob until the burner lights, then adjust the flame.
(narrator) What is the man going to do?

Listening Comprehension Script **D**

25. (woman) I must admit that since I started exercising, I've been feeling less tired.
(man) What did I tell you!
(narrator) What does the man mean?
26. (man) The subway sure is packed this morning.
(woman) Yeah, it's a pain, but if we all drove every day we wouldn't be able to breathe in this city.
(narrator) What does the woman imply?
27. (man) This room is freezing!
(woman) You can say that again!
(narrator) What does the woman mean?
28. (man) I'm really sorry my article didn't make the deadline. I guess I held up everything, huh?
(woman) Well, uh, not exactly. But, I wouldn't look for it in this month's newsletter.
(narrator) What does the woman imply?
29. (man) If you could, would you trade places with your sister?
(woman) Yeah, she's got it made.
(narrator) What does the woman mean?
30. (man) Don't you want to have dinner before you go to your evening class?
(woman) I'll grab a snack at the break — that should hold me over till I get back.
(narrator) What will the woman probably do?

Listening Comprehension Script **D**

Part B

Questions 31 through 35. Listen to a telephone conversation about student housing.

- (woman) Good morning, Housing Office. How can I help you?
- (man) Hi, I'm calling about the new subsidized, low-cost housing for graduate students.
- (woman) Are you aware that it's only available to married graduate students and their families?
- (man) Yes, I think my wife and I may qualify, since she's still in graduate school. But I was wondering whether there were any other requirements.
- (woman) Well, unless you have more than one child, you have to have a combined annual income that's less than fifteen thousand dollars.
- (man) I'm working as a part-time research assistant, so that's no problem! But right now we're living with my wife's parents. Does that mean we'd have to include their income, too?
- (woman) Not necessarily. Why don't you stop by our office, so I can give you some forms to fill out and explain everything in more detail.
- (man) That sounds like a good idea. Would tomorrow morning be all right?
- (woman) The afternoon might be better. It can be pretty crazy around here on a Friday morning.
- (man) All right then, I'll try to make it in the afternoon. Is there anyone special I should ask for?
- (woman) You can ask for me, Susan Davidson, or my assistant, Bill Brown.

31. Why does the man call the woman?
32. Where does the man live?
33. Why does the man believe he's eligible for low-cost housing?
34. What can be inferred about the man?
35. Why does the woman suggest that the man visit her office in the afternoon?

Listening

Comprehension Script **D**

Questions 36 through 38. Listen to a discussion about the Ice Age.

(man) Hey, Jane! What's so interesting?

(woman) What? Oh, hi, Tom! I'm reading this fascinating article on the societies of the Ice Age during the Pleistocene period.

(man) The Ice Age? There weren't any societies then — just a bunch of cave people.

(woman) That's what people used to think. But a new exhibit at the American Museum of Natural History shows that Ice Age people were surprisingly advanced.

(man) Oh, really? In what ways?

(woman) Well, Ice Age people were the inventors of language, art, and music as we know it. And they didn't live in caves; they built their own shelters.

(man) What did they use to build them? The cold weather would have killed off most of the trees, so they couldn't have used wood.

(woman) In some of the warmer climates they did build houses of wood. In other places they used animal bones and skins or lived in natural stone shelters.

(man) How did they stay warm? Animal-skin walls don't sound very sturdy.

(woman) Well, it says here that in the early Ice Age they often faced their homes toward the south to take advantage of the sun — a primitive sort of solar heating.

(man) Hey, that's pretty smart.

(woman) Then people in the late Ice Age even insulated their homes by putting heated cobblestones on the floor.

(man) I guess I spoke too soon. Can I read that magazine article after you're done? I think I'm going to try to impress my anthropology teacher with my amazing knowledge of Ice Age civilization.

(woman) What a show-off!

36. What did the man think about people of the Ice Age?

37. How did people in the early Ice Age keep warm?

38. What does the man want the woman to do?

Listening

Comprehension Script **D**

Part C

Questions 39 through 43. Listen as a guide describes the ancient art of thatching a roof.

(woman)

Welcome to the Four Winds Historical Farm, where traditions of the past are preserved for visitors like you. Today, our master thatchers will begin giving this barn behind me a sturdy thatched roof able to withstand heavy winds and last up to a hundred years. How do they do it? Well, in a nutshell, thatching involves covering the beams or rafters — the wooden skeleton of a roof — with reeds or straw. Our thatchers here have harvested their own natural materials for the job — the bundles of water reeds you see lying over there beside the barn.

Thatching is certainly uncommon in the United States today. I guess that's why so many of you have come to see this demonstration. But it wasn't always that way. In the seventeenth century, the colonists here thatched their roofs with reeds and straw, just as they had done in England. After a while, though, they began to replace the thatch with wooden shingles because wood was so plentiful. And eventually, other roofing materials like stone, slate, and clay tiles came into use.

It's a real shame that most people today don't realize how strong and long-lasting a thatched roof is. In Ireland, where thatching is still practiced, the roofs can survive winds of up to one hundred ten miles per hour. That's because straw and reeds are so flexible. They bend but don't break in the wind like other materials can. Another advantage is that the roofs keep the house cool in the summer and warm in the winter. And then, of course, there's the roofs' longevity — the average is sixty years, but they can last up to a hundred. With all these reasons to start thatching roofs again, wouldn't it be wonderful to see this disappearing craft return to popularity?

39. What is about to be demonstrated?
40. What are thatched roofs made of?
41. According to the speaker, why did thatching die out in the United States?
42. According to the speaker, why does thatch survive strong winds?
43. According to the speaker, how might thatching become popular again?

Listening Comprehension Script **D**

Questions 44 through 46. Listen to a radio news story.

(man) A lot of people in the United States are coffee drinkers. Over the last few years, a trend has been developing to introduce premium, specially blended coffees — known as “gourmet coffees” — into the American market.

Boston seems to have been the birthplace of this trend. In fact, major gourmet coffee merchants from other cities like Seattle and San Francisco came to Boston, where today they’re engaged in a kind of “coffee war” with Boston’s merchants. They are all competing for a significant share of the gourmet coffee market.

Surprisingly, the competition among these leading gourmet coffee businesses will not hurt any of them. Experts predict that the gourmet coffee market in the United States is growing and will continue to grow, to the point that gourmet coffee will soon capture half of what is now a 1.5 million-dollar market and will be an 8-million-dollar market by 1999.

Studies have shown that coffee drinkers who convert to gourmet coffee seldom go back to the regular brands found in supermarkets. As a result, these brands will be the real losers in the gourmet coffee competition.

44. What is the main topic of the news story?
45. What probably leads people to choose gourmet coffees over regular brands?
46. What will probably happen in the future to stores that sell only regular brands of coffee?

Listening

Comprehension Script **D**

Questions 47 through 50. Listen to part of a talk in an art history class.

(woman) You may remember that a few weeks ago we discussed the question of what photography is. Is it art, or is it a method of reproducing images? Do photographs belong in museums or just in our homes? Today I want to talk about a person who tried to make his professional life an answer to such questions.

Alfred Stieglitz went from the United States to Germany to study engineering. While he was there, he became interested in photography and began to experiment with his camera. He took pictures under conditions that most photographers considered too difficult — he took them at night, in the rain, and of people and objects reflected in windows. When he returned to the United States he continued these revolutionary efforts. Stieglitz was the first person to photograph skyscrapers, clouds, and views from an airplane.

What Stieglitz was trying to do in these photographs was what he tried to do throughout his life: make photography an art. He felt that photography could be just as good a form of self-expression as painting or drawing. For Stieglitz, his camera was his brush. While many photographers of the late 1800's and early 1900's thought of their work as a reproduction of identical images, Stieglitz saw his as a creative art form. He understood the power of the camera to capture the moment. In fact, he never retouched his prints or made copies of them. If he were in this classroom today, I'm sure he'd say, "Well, painters don't normally make extra copies of their paintings, do they?"

47. What is the professor mainly discussing?
48. What question had the professor raised in a previous class?
49. What does the professor imply about the photographs Stieglitz took at night?
50. Why did Stieglitz choose not to make copies of his photographs?

Practice Test D – Structure

- Some snakes lay eggs, but others _____ birth to live offspring.
(A) give
(B) giving
(C) they give
(D) to have given
- Because it was so closely related to communication, _____ art form to develop.
(A) drawing was probably the earliest
(B) to draw early was probably
(C) early drawing probably
(D) the earliest draw
- Halley's Comet had its first documented sighting in 240 B.C. in China and _____ it has been seen from the Earth 29 times.
(A) after
(B) because of
(C) since then
(D) that is
- _____ that managers commit in problem solving is jumping to a conclusion about the cause of a given problem.
(A) Major errors
(B) Since the major error
(C) The major error
(D) Of the major errors
- Algonkian-speaking Native Americans greeted the Pilgrims _____ settled on the eastern shores of what is now New England.
(A) to whom
(B) of which
(C) who
(D) which
- The best known books of Ross Macdonald, _____ writer of detective novels, feature the character Lew Archer, a private detective.
(A) is the
(B) is an
(C) they are by
(D) the
- The first building to employ steel skeleton construction, _____.
(A) Chicago, Illinois, the home of the Home Insurance Company Building completed in 1885
(B) the Home Insurance Company Building in Chicago, Illinois, was completed in 1885
(C) because the Home Insurance Company Building in Chicago, Illinois, was completed in 1885
(D) the Home Insurance Company Building in Chicago, Illinois, in 1885
- During the course of its growth, a frog undergoes a true metamorphosis _____ with a fishlike larval stage.
(A) begin
(B) began
(C) beginning
(D) is begun

9. Mahalia Jackson, _____ combined powerful vitality with great dignity, was one of the best-known gospel singers in the United States.
- (A) it was her singing
 - (B) which songs
 - (C) who sang
 - (D) whose singing
10. Precious metals, gems, and ivory have been used to make buttons, but most buttons are made of _____ wood, glass, or plastic.
- (A) such materials that
 - (B) materials as such
 - (C) such materials as
 - (D) such materials
11. Outside the bright primary rainbow, _____ much fainter secondary rainbow may be visible.
- (A) so
 - (B) a
 - (C) since
 - (D) still
12. Any critic, teacher, librarian, or poet who hopes to broaden poetry's audience faces the difficult challenge of persuading skeptical readers _____.
- (A) that poetry is important today
 - (B) for poetry to be important today
 - (C) to be important poetry today
 - (D) poetry that is important today
13. Following the guidelines for speaking and voting established by the book *Robert's Rules of Order*, _____ during meetings.
- (A) and avoid large decision-making organizations' procedural confusion
 - (B) large decision-making organizations avoid procedural confusion
 - (C) is procedural confusion avoided by large decision-making organizations
 - (D) are avoiding procedural confusion in large decision-making organizations
14. Indigo is a vat color, _____ called because it does not dissolve in water.
- (A) which it
 - (B) it is
 - (C) but
 - (D) so
15. Associated with the Denishawn company from 1916 until 1923, Martha Graham developed a powerful, ----- that was integral to the foundations of modern dance.
- (A) expressively stylish
 - (B) a style expressive
 - (C) stylishly expressive
 - (D) expressive style

Practice Test D – Written Expression

16. According to most psychological studies, body language expresses a speaker's emotions and attitudes, and it also tends to affect the emotions and attitudes of the listener.
17. The dachshund is a hardy, alert dog with a well sense of smell.
18. Quasars, faint celestial objects resembling stars, are perhaps the most distant objects known.
19. The importance of environmental stimuli in the development of coordination between sensory input and motor response varies from species to species.
20. A smile can be observed, described, and reliably identified; it can also be elicited and manipulated under experimental conditions.
21. A musical genius, John Cage is noted for his highly unconventional ideas, and he respected for his unusual compositions and performances.
22. Chocolate is prepared by a complexity process of cleaning, blending, and roasting cocoa beans, which must be ground and mixed with sugar.
23. Several million points on the human body registers either cold, heat, pain, or touch.
24. In the 1800's store owners sold everything from a needle to a plow, trust everyone, and never took inventory.

25. Although they reflect a strong social conscience, Arthur Miller's stage works are typical more concerned with individuals than with systems.
26. While highly prized for symbolizing good luck, the four-leaf clover is rarity found in nature.
27. An involuntary reflex, an yawn is almost impossible to stop once the mouth muscles begin the stretching action.
28. Elected to serve in the United States House of Representatives in 1968, Shirley Chisholm was known for advocacy the interests of the urban poor.
29. A mirage is an atmospheric optical illusion in what an observer sees a nonexistent body of water or an image of some object.
30. Turquoise, which found in microscopic crystals, is opaque with a waxy luster, varying in color from greenish gray to sky blue.
31. *Homo erectus* is the name commonly given into the primate species from which humans are believed to have evolved.
32. Today modern textile mills can manufacture as much fabrics in a few seconds as it once took workers weeks to produce by hand.
33. The Hopi, the westernmost tribe of Pueblo Indians, have traditionally lived large multilevel structures clustered in towns.

34. Exploration of the Solar System is continuing, and at the present rate of progress all the planets will have been contacted within the near 50 years.
35. Since their appearance on farms in the United States between 1913 and 1920, trucks have changed patterns of production and market of farm products.
36. Antique collecting became a significant pastime in the 1800's when old object began to be appreciated for their beauty as well as for their historical importance.
37. American painter Georgia O' Keeffe is well known as her large paintings of flowers in which single blossoms are presented as if in close-up.
38. Despite television is the dominant entertainment medium for United States households, Garrison Keillor' s Saturday night radio show of folk songs and stories is heard by millions of people.
39. The work which the poet Emma Lazarus is best known is "The New Colossus," which is inscribed on the pedestal of the Statue of Liberty.
40. In the New England colonies, Chippendale designs were adapted to locally tastes, and beautiful furniture resulted.

Practice Test D – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	A	E	93%
2	A	E	84%
3	C	E	84%
4	C	E	80%
5	C	M	72%
6	D	M	69%
7	B	M	78%
8	C	M	61%
9	D	M	60%
10	C	E	80%
11	B	D	43%
12	A	M	58%
13	B	D	48%
14	D	D	40%
15	D	D	51%
16	D	E	90%
17	C	M	76%
18	D	E	83%
19	D	E	87%
20	B	M	79%
21	C	E	83%
22	A	E	81%
23	C	M	74%
24	C	M	76%
25	B	M	74%
26	D	M	70%
26	A	M	66%
28	C	M	67%
29	B	M	57%
30	A	M	57%
31	B	M	57%
32	A	D	42%
33	C	D	53%
34	D	D	56%
35	D	D	52%
36	C	D	54%
37	A	D	50%
38	A	D	45%
39	A	D	51%
40	B	M	55%

Practice Test D – Reading

Question 1- 9

In the 1500's when the Spanish moved into what later was to become the southwestern United States, they encountered the ancestors of the modern-day Pueblo, Hopi, and Zuni peoples. These ancestors, known variously as the Basket Makers, the Anasazi, or the Ancient Ones, had lived in the area for at least 2,000 years. They were an advanced agricultural people who used irrigation to help grow their crops.

Line
(5)

The Anasazi lived in houses constructed of adobe and wood. Anasazi houses were originally built in pits and were entered from the roof. But around the year 700 A.D., the Anasazi began to build their homes above ground and join them together into rambling multistoried complexes, which the Spanish called pueblos or villages. Separate subterranean rooms in these pueblos – known as kivas or chapels – were set aside for religious ceremonials. Each kiva had a fire pit and a hole that was believed to lead to the underworld. The largest pueblos had five stories and more than 800 rooms.

(10)

The Anasazi family was matrilinear; that is, descent was traced through the female. The sacred objects of the family were under the control of the oldest female, but the actual ceremonies were conducted by her brother, or son. Women owned the rooms in the pueblo and the crops, once they were harvested. While still growing, crops belonged to the men, who, in contrast to most other Native American groups, planted them. The women made baskets and pottery; the men wove textile and crafted turquoise jewelry.

(15)

Each village had two chiefs. The village chief dealt with land disputes and religious affairs. The war chief led the men in fighting during occasional conflicts that broke out with neighboring villages and directed the men in community building projects. The cohesive political and social organization of the Anasazi made it almost impossible for other groups to conquer them.

(20)

1. The Anasazi people were considered "agriculturally advanced" because of the way they
- (A) stored their crops
 - (B) fertilized their fields
 - (C) watered their crops
 - (D) planted their fields

2. The word "pits" in line 7 is closest in meaning to
- (A) stages
 - (B) scars
 - (C) seeds
 - (D) holes

3. The word "stories" in line 12 is closest in meaning to
- (A) articles
 - (B) tales
 - (C) levels
 - (D) rumors
4. Who would have been most likely to control the sacred objects of an Anasazi family?
- (A) A twenty-year-old man
 - (B) A twenty-year-old woman
 - (C) A forty-year-old man
 - (D) A forty-year-old woman
5. The word "they" in line 16 refers to
- (A) women
 - (B) crops
 - (C) rooms
 - (D) pueblos
6. The word "disputes" in line 20 is closest in meaning to
- (A) discussions
 - (B) arguments
 - (C) developments
 - (D) purchases
7. Which of the following activities was NOT done by Anasazi men?
- (A) Making baskets
 - (B) Planting crops
 - (C) Building homes
 - (D) Crafting jewelry
8. According to the passage, what made it almost impossible for other groups to conquer the Anasazi ?
- (A) The political and social organization of the Anasazi
 - (B) The military tactics employed by the Anasazi
 - (C) The Anasazi's agricultural technology
 - (D) The natural barriers surrounding Anasazi village
9. The passage supports which of the following generalizations?
- (A) The presence of the Spanish threatened Anasazi society.
 - (B) The Anasazi benefited from trading relations with the Spanish.
 - (C) Anasazi society exhibited a well-defined division of labor.
 - (D) Conflicts between neighboring Anasazi villages were easily resolved.

Questions 10-19

Barbed wire, first patented in the United States in 1867, played an important part in the development of American farming, as it enabled the settlers to make effective fencing to enclose their land and keep cattle away from their crops. This had a considerable effect on cattle ranching, since the herds no longer had unrestricted use of the plains for grazing, and the fencing led to conflict between the farmers and the cattle ranchers.

Line
(5)

Before barbed wire came into general use, fencing was often made from serrated wire, which was unsatisfactory because it broke easily when under strain, and could snap in cold weather due to contraction. The first practical machine for producing barbed wire was invented in 1874 by an Illinois farmer, and between then and the end of the century about 400 types of barbed wire were devised, of which only about a dozen were ever put to practical use.

(10)

Modern barbed wire is made from mild steel, high-tensile steel, or aluminum. Mild steel and aluminum barbed wire have two strands twisted together to form a cable that is stronger than single-strand wire and less affected by temperature changes. Single-strand wire, round or oval, is made from high-tensile steel with the barbs crimped or welded on. The steel wires used are galvanized – coated with zinc to make them rustproof. The two wires that make up the line wire or cable are fed separately into a machine at one end. They leave it at the other end twisted together and barbed. The wire to make the barbs is fed into the machine from the sides and cut to length by knives that cut diagonally through the wire to produce a sharp point. This process continues automatically, and the finished barbed wire is wound onto reels, usually made of wire, in lengths of 400 meters or in weights of up to 50 kilograms.

(15)

(20)

A variation of barbed wire is also used for military purposes. It is formed into long coils or entanglements called concertina wire.

10. What is the main topic of the passage?

- (A) Cattle ranching in the United States
- (B) A type of fencing.
- (C) Industrial uses of wire.
- (D) A controversy over land use.

11. The word "unrestricted" in line 4 is closest in meaning to

- (A) unsatisfactory
- (B) difficult
- (C) considerable
- (D) unlimited

12. The word "snap" in line 9 could best be replaced by which of the following?

- (A) freeze
- (B) click
- (C) loosen
- (D) break

13. What is the benefit of using two-stranded barbed wire?

- (A) Improved rust-resistance
- (B) Increased strength
- (C) More rapid attachment of barbs
- (D) Easier installation

14. According to the author, the steel wires used to make barbed wire are specially processed to

- (A) protect them against rust
- (B) make them more flexible
- (C) prevent contraction in cold weather
- (D) straighten them

15. The word "fed" in line 20 is closest in meaning to

- (A) put
- (B) eaten
- (C) bitten
- (D) nourished

16. The knives referred to in line 21 are used to

- (A) separate double-stranded wire
- (B) prevent the reel from advancing too rapidly
- (C) twist the wire
- (D) cut the wire that becomes barbs

17. What is the author's purpose in the third paragraph?

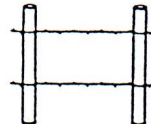
- (A) To explain the importance of the wire
- (B) To outline the difficulty of making the wire
- (C) To describe how the wire is made
- (D) To suggest several different uses of the wire

18. According to the passage, concertina wire is used for

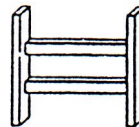
- (A) livestock management
- (B) international communications
- (C) prison enclosures
- (D) military purposes

19. Which of the following most closely resembles the fencing described in the passage?

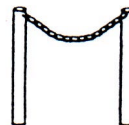
(A)



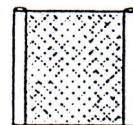
(B)



(C)



(D)



Questions 20-28

Under certain circumstances, the human body must cope with gases at greater-than-normal atmospheric pressure. For example, gas pressures increase rapidly during a dive made with scuba gear because the breathing equipment allows divers to stay underwater longer and dive deeper. The pressure exerted on the human body increases by 1 atmosphere for every 10 meters of depth in seawater, so that at 30 meters in seawater a diver is exposed to a pressure of about 4 atmospheres. The pressure of the gases being breathed must equal the external pressure applied to the body; otherwise breathing is very difficult. Therefore all of the gases in the air breathed by a scuba diver at 40 meters are present at five times their usual pressure. Nitrogen, which composes 80 percent of the air we breathe, usually causes a balmy feeling of well-being at this pressure. At a depth of 5 atmospheres, nitrogen causes symptoms resembling alcohol intoxication, known as nitrogen narcosis. Nitrogen narcosis apparently results from a direct effect on the brain of the large amounts of nitrogen dissolved in the blood. Deep dives are less dangerous if helium is substituted for nitrogen, because under these pressures helium does not exert a similar narcotic effect.

As a scuba diver descends, the pressure of nitrogen in the lungs increases. Nitrogen then diffuses from the lungs to the blood, and from the blood to body tissues. The reverse occurs when the diver surfaces; the nitrogen pressure in the lungs falls and the nitrogen diffuses from the tissues into the blood, and from the blood into the lungs. If the return to the surface is too rapid, nitrogen in the tissues and blood cannot diffuse out rapidly enough and nitrogen bubbles are formed. They can cause severe pains, particularly around the joints.

Another complication may result if the breath is held during ascent. During ascent from a depth of 10 meters, the volume of air in the lungs will double because the air pressure at the surface is only half of what it was at 10 meters. This change in volume may cause the lungs to distend and even rupture. This condition is called air embolism. To avoid this event, a diver must ascend slowly, never at a rate exceeding the rise of the exhaled air bubbles, and must exhale during ascent.

20. What does the passage mainly discuss?

- (A) The equipment divers use
- (B) The effects of pressure on gases in the human body
- (C) How to prepare for a deep dive
- (D) The symptoms of nitrogen bubbles in the bloodstream

21. The words "exposed to" in line 6 are closest in meaning to

- (A) leaving behind
- (B) prepared for
- (C) propelled by
- (D) subjected to

22. The word "exert" in line 15 is closest in meaning to

- (A) cause
- (B) permit.
- (C) need.
- (D) change.

23. The word "diffuses" in line 19 is closest in meaning to

- (A) yields
- (B) starts
- (C) surfaces
- (D) travels

24. What happens to nitrogen in body tissues if a diver ascends too quickly?

- (A) It forms bubbles.
- (B) It goes directly to the brain.
- (C) It is reabsorbed by the lungs.
- (D) It has a narcotic effect.

25. The word "they" in line 21 refers to

- (A) joins
- (B) pains
- (C) bubbles
- (D) tissues

26. The word "rupture" in line 26 is closest in meaning to

- (A) hurt
- (B) shrink
- (C) burst
- (D) stop

27. It can be inferred from the passage that which of the following presents the greatest danger to a diver?

- (A) Pressurized helium
- (B) Nitrogen diffusion
- (C) Nitrogen bubbles
- (D) An air embolism

28. What should a diver do when ascending?

- (A) Rise slowly.
- (B) Breathe faster.
- (C) Relax completely.
- (D) Breathe helium.

Questions 29-38

Line Each advance in microscopic technique has provided scientists with new perspective, on the function of living organisms and the nature of matter itself. The invention of the visible-light microscope late in the sixteenth century introduced a previously unknown realm of single-celled plants and animals. In the twentieth century, electron microscopes have provided direct views of viruses and minuscule surface structures. Now another (5) type of microscope, one that utilizes X rays rather than light or electrons, offers a different way of examining tiny details; it should extend human perception still farther into the natural world.

(10) The dream of building an X-ray microscope dates to 1895; its development, however, was virtually halted in the 1940's because the development of the electron microscope was progressing rapidly. During the 1940's electron microscopes routinely achieved resolution better than that possible with a visible-light microscope, while the performance of X-ray microscopes resisted improvement. In recent years, however, interest in X-ray microscopes has revived, largely because of advances such as the development of new sources of X-ray illumination. As a result, the brightness available (15) today is millions of times that of X-ray tubes, which, for most of the century, were the only available sources of soft X rays.

(20) The new X-ray microscopes considerably improve on the resolution provided by optical microscopes. They can also be used to map the distribution of certain chemical elements. Some can form pictures in extremely short times; others hold the promise of special capabilities such as three-dimensional imaging. Unlike conventional electron microscopy, X-ray microscopy enables specimens to be kept in air and in water, which means that biological samples can be studied under conditions similar to their natural state. The illumination used, so-called soft X rays in the wavelength range of twenty to forty angstroms (an angstrom is one ten-billionth of a meter), is also sufficiently (25) penetrating to image intact biological cells in many cases. Because of the wavelength of the X rays used, soft X-ray microscopes will never match the highest resolution possible with electron microscopes. Rather, their special properties will make possible investigations that will complement those performed with light- and electron-based instruments.

29. What does the passage mainly discuss?

- (A) The detail seen through a microscope
- (B) Sources of illumination for microscope
- (C) A new kind of microscope
- (D) Outdated microscopic techniques

30. According to the passage, the invention of the visible-light microscope allowed scientists to

- (A) see viruses directly
- (B) develop the electron microscope later on
- (C) understand more about the distribution of the chemical elements
- (D) discover single-celled plants and animals they had never seen before

31. The word "minuscule" in line 5 is closest in meaning to
- (A) circular
 - (B) dangerous
 - (C) complex
 - (D) tiny
32. The word "it" in line 7 refers to
- (A) a type of microscope
 - (B) human perception
 - (C) the natural world
 - (D) light
33. Why does the author mention the visible-light microscope in the first paragraph?
- (A) To begin a discussion of sixteenth-century discoveries
 - (B) To put the X-ray microscope in a historical perspective
 - (C) To show how limited its uses are
 - (D) To explain how it functioned
34. Why did it take so long to develop the X-ray microscope?
- (A) Funds for research were insufficient.
 - (B) The source of illumination was not bright enough until recently.
 - (C) Materials used to manufacture X-ray tubes were difficult to obtain.
 - (D) X-ray microscopes were too complicated to operate.
35. The word "enables" in line 22 is closest in meaning to
- (A) constitutes
 - (B) specifies
 - (C) expands
 - (D) allows
36. The word "Rather" in line 28 is closest in meaning to
- (A) significantly
 - (B) preferably
 - (C) somewhat
 - (D) instead
37. The word "those" in line 29 refers to
- (A) properties
 - (B) investigations
 - (C) microscopes
 - (D) X rays
38. Based on the information in the passage, what can be inferred about X-ray microscopes in the future?
- (A) They will probably replace electron microscopes altogether.
 - (B) They will eventually be much cheaper to produce than they are now.
 - (C) They will provide information not available from other kinds of microscopes.
 - (D) They will eventually chance the illumination range that they now use.

Questions 39-50

Perhaps the most striking quality of satiric literature is its freshness, its originality of perspective. Satire rarely offers original ideas. Instead, it presents the familiar in a new form. Satirists do not offer the world new philosophies. What they do is look at familiar conditions from a perspective that makes these conditions seem foolish, harmful, or affected. Satire jars us out of complacency into a pleasantly shocked realization that many of the values we unquestioningly accept are false. *Don Quixote* makes chivalry seem absurd; *Brave New World* ridicules the pretensions of science; *A Modest Proposal* dramatizes starvation by advocating cannibalism. None of these ideas is original. Chivalry was suspect before Cervantes, humanists objected to the claims of pure science before Aldous Huxley, and people were aware of famine before Swift. It was not the originality of the idea that made these satires popular. It was the manner of expression, the satiric method, that made them interesting and entertaining. Satires are read because they are aesthetically satisfying works of art, not because they are morally wholesome or ethically instructive. They are stimulating and refreshing because with commonsense briskness they brush away illusions and secondhand opinions. With spontaneous irreverence, satire rearranges perspectives, scrambles familiar objects into incongruous juxtaposition, and speaks in a personal idiom instead of abstract platitude.

Satire exists because there is need for it. It has lived because readers appreciate a refreshing stimulus, an irreverent reminder that they live in a world of platitudinous thinking, cheap moralizing, and foolish philosophy. Satire serves to prod people into an awareness of truth, though rarely to any action on behalf of truth. Satire tends to remind people that much of what they see, hear, and read in popular media is sanctimonious, sentimental, and only partially true. Life resembles in only a slight degree the popular image of it. Soldiers rarely hold the ideals that movies attribute to them, nor do ordinary citizens devote their lives to unselfish service of humanity. Intelligent people know these things but tend to forget them when they do not hear them expressed.

39. What does the passage mainly discuss?

- (A) Difficulties of writing satiric literature
- (B) Popular topics of satire
- (C) New philosophies emerging from satiric literature
- (D) Reasons for the popularity of satire

40. The word "realization" in line 6 is closest in meaning to

- (A) certainty
- (B) awareness
- (C) surprise
- (D) confusion

41. Why does the author mention *Don Quixote*, *Brave New World*, and *A Modest Proposal* in lines 6-8?
- (A) They are famous examples of satiric literature.
 - (B) They present commonsense solutions to problems.
 - (C) They are appropriate for readers of all ages.
 - (D) They are books with similar stories.
42. The word "aesthetically" in line 13 is closest in meaning to
- (A) artistically
 - (B) exceptionally
 - (C) realistically
 - (D) dependably
43. Which of the following can be found in satiric literature?
- (A) Newly emerging philosophies
 - (B) Odd combinations of objects and ideas
 - (C) Abstract discussion of morals and ethics
 - (D) Wholesome characters who are unselfish
44. According to the passage, there is a need for satire because people need to be
- (A) informed about new scientific developments
 - (B) exposed to original philosophies when they are formulated
 - (C) reminded that popular ideas are often inaccurate
 - (D) told how they can be of service to their communities
45. The word "refreshing" in line 19 is closest in meaning to
- (A) popular
 - (B) ridiculous
 - (C) meaningful
 - (D) unusual
46. The word "they" in line 22 refers to
- (A) people
 - (B) media
 - (C) ideals
 - (D) movies
47. The word "devote" in line 25 is closest in meaning to
- (A) distinguish
 - (B) feel affection
 - (C) prefer
 - (D) dedicate
48. As a result of reading satiric literature, readers will be most likely to
- (A) teach themselves to write fiction
 - (B) accept conventional points of view
 - (C) become better informed about current affairs
 - (D) reexamine their opinions and values
49. The various purposes of satire include all of the following EXCEPT
- (A) introducing readers to unfamiliar situations
 - (B) brushing away illusions
 - (C) reminding readers of the truth
 - (D) exposing false values
50. Why does the author mention "service of humanity" in line 25?
- (A) People need to be reminded to take action
 - (B) Readers appreciate knowing about it
 - (C) It is an ideal that is rarely achieved
 - (D) Popular media often distort such stories.

Practice Test D – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	C	Difficult	56%
2	D	Medium	70%
3	C	Easy	85%
4	D	Easy	91%
5	B	Medium	62%
6	B	Medium	57%
7	A	Medium	78%
8	A	Easy	88%
9	C	Medium	63%
10	B	Difficult	49%
11	D	Medium	74%
12	D	Difficult	55%
13	B	Medium	82%
14	A	Medium	60%
15	A	Easy	84%
16	D	Medium	83%
17	C	Medium	81%
18	D	Easy	89%
19	A	Medium	65%
20	B	Easy	84%
21	D	Difficult	52%
22	A	Medium	74%
23	D	Medium	71%
24	A	Medium	76%
25	C	Easy	90%
26	C	Difficult	55%
27	D	Medium	63%
28	A	Easy	88%
29	C	Difficult	56%
30	D	Medium	80%
31	D	Medium	80%
32	A	Easy	94%
33	B	Medium	58%
34	B	Medium	69%
35	D	Easy	84%
36	D	Difficult	54%
37	B	Difficult	40%
38	C	Difficult	54%
39	D	Medium	64%
40	B	Medium	67%
41	A	Medium	70%
42	A	Difficult	36%

43	B	Difficult	47%
44	C	Medium	65%
45	D	Difficult	43%
46	A	Easy	91%
47	D	Medium	65%
48	D	Difficult	56%
49	A	Difficult	38%
50	C	Difficult	40%

Section 1

Listening Comprehension

1

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three 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. When you take the actual TOEFL test, you will not be allowed to take notes or write in your test book. Try to work on **Practice Test E** in the same way.

Part A

Directions: In Part A, you will hear short conversations between two 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 four possible answers in your 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)

In your book, you read:

- (A) He doesn't like the painting either.
- (B) He doesn't know how to paint.
- (C) He doesn't have any paintings.
- (D) He doesn't 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 doesn't like the painting either." Therefore, the correct choice is (A).

Practice Test E**Wait**



1. (A) He doesn't have enough money to buy a printer now.
(B) He's not sure how much a printer costs.
(C) He'll buy a computer later this week.
(D) He lost the money he was saving.
2. (A) Wait to play until after his 9 o'clock class.
(B) Ask Carol to play tennis.
(C) Ask Carol if she's going to class.
(D) Get a tennis lesson from Carol.
3. (A) They should ask for an increase in the budget.
(B) The calculations appear correct to her.
(C) She'll try to see what method was used.
(D) They need to make a copy of the budget.
4. (A) He could bring something to the woman.
(B) He'd be happy to go with the woman.
(C) He wants the woman to get him a newspaper.
(D) He'd like something to eat.
5. (A) The barbecue has been canceled.
(B) The weather will probably be cool.
(C) The man will not be able to attend the barbecue.
(D) Casual dress will be appropriate.
6. (A) He has bad study habits.
(B) He sleeps too much.
(C) He wakes up early.
(D) He's an excellent student.
7. (A) She dislikes fireworks.
(B) She has plans for the evening.
(C) She doesn't feel like going out.
(D) She has to get theater tickets.
8. (A) The library is closed tonight.
(B) He doesn't know how to get to the library.
(C) Jean is using his car.
(D) He won't be able to help the woman.
9. (A) He has received his telephone bill.
(B) His calls weren't listed.
(C) The woman has already paid for her call.
(D) He has received a long distance call.
10. (A) The man should take the stereo back to the store.
(B) The man should refer to the instruction manual.
(C) She'll go to the man's house and help him.
(D) She'll give the man her instruction manual.



11. (A) Candy has been ordered for the machine.
(B) They still have some candy left over.
(C) The machine isn't working right now.
(D) The machine was moved to another building.
12. (A) Discuss a magazine article with the woman.
(B) Help the woman find a new doctor.
(C) Go to the store for some medicine.
(D) Buy the woman some magazines.
13. (A) The plants may need more light.
(B) The plants should get less water.
(C) The area in front of the window is too cold for plants.
(D) Plants rarely do well in the dormitory.
14. (A) The restaurant closes early during the week.
(B) He thought the woman's birthday was next week.
(C) The woman should find out if she can reserve a table.
(D) He won't be able to go with the woman.
15. (A) Find out where their professor is going to perform.
(B) Go to a concert.
(C) Perform in a musical recital.
(D) Interview the violinist.
16. (A) He has to go home to feed his pet.
(B) He's expecting Cindy to arrive soon.
(C) He cannot go to Cindy's.
(D) He must keep an appointment with his doctor.
17. (A) Join the dormitory council himself.
(B) Attend the next council meeting.
(C) Persuade the other council members not to quit.
(D) Help the woman find someone to fill the vacancy.
18. (A) The center has just opened.
(B) He's looking forward to using the center.
(C) The door to the fitness center is locked.
(D) There are long lines to get into the center.
19. (A) The film committee is full.
(B) Being on the committee requires a great deal of time.
(C) It is difficult to be selected for the committee.
(D) The man needs to sign up at another place.
20. (A) Disappointed.
(B) Surprised.
(C) Nervous.
(D) Uninterested.





21. (A) The weather is usually bad at the picnics.
(B) He'll need a change of clothes for the picnic.
(C) He's not looking forward to attending the picnic.
(D) He's looking for a new place to hold the picnic.
22. (A) He agrees that the custodian will have a lot of work to do.
(B) He doesn't want to mess up the clean room.
(C) He wants the woman to speak a little louder.
(D) He doesn't think the woman should talk to the custodian again.
23. (A) He usually isn't hungry until lunch time.
(B) His stomach hurts when he eats too fast.
(C) He likes to eat lunch at two o'clock.
(D) He needs to run errands during lunch.
24. (A) He put some notes on the desk last night.
(B) The woman should check with the school.
(C) The woman shouldn't have moved his books.
(D) The notebook might be among some other books.
25. (A) Somebody frightened the birds away.
(B) The berries aren't ripe yet.
(C) She doesn't like berries.
(D) The berries aren't good to eat.
26. (A) She thought her hair was too short.
(B) Her new hairstyle is more practical.
(C) She cut her hair herself.
(D) She has to tie back her hair.
27. (A) Write his paper on a more general topic.
(B) Take the woman's advice about his paper.
(C) Choose an entirely new topic for his paper.
(D) Retype his paper.
28. (A) She decided not to cancel her appointment.
(B) Her new glasses aren't comfortable.
(C) She's too busy to get a checkup.
(D) She has to check when the appointment is.
29. (A) He hadn't noticed any change in Mark.
(B) Mark looks different without a beard.
(C) He thinks Mark looked better with the beard.
(D) He hasn't seen Mark yet.
30. (A) She didn't like the food the man prepared.
(B) She's not a very good cook.
(C) She's annoyed with the man.
(D) She thinks the man spent too much time cooking.





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 four possible answers in your 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.

Remember, you should **not** take notes or write on your test pages.

Wait





31. (A) She's waiting for her father.
(B) She's having her bicycle repaired.
(C) She wanted to surprise John.
(D) She works there.
32. (A) To replace his stolen bicycle.
(B) To begin bicycling to work.
(C) To join a bicycle club.
(D) To train for a bicycle race.
33. (A) Buy a used bicycle.
(B) Buy a racing bicycle.
(C) Replace the tires on his bicycle.
(D) Sell his old bicycle to the shop.
34. (A) It must be the right height.
(B) It must have several gears.
(C) It must have good tires.
(D) It must be the right weight.
35. (A) On television.
(B) At registration.
(C) In class.
(D) At work.
36. (A) Students are not required to attend regular class lectures.
(B) The professor videotapes class lectures for review.
(C) Classes are held at various locations throughout the area.
(D) Students receive credit for work experience.
37. (A) It allows them to meet students from other universities.
(B) It promotes the concept of self-learning.
(C) It allows more flexibility in students' schedules.
(D) It doesn't require any examinations.
38. (A) It's a requirement for psychology majors.
(B) She wasn't able to get into the traditional course.
(C) She lives far from the university.
(D) She has to work a lot of hours this semester.
39. (A) It requires too much traveling.
(B) It limits interaction among students.
(C) It will increase class size.
(D) It will encourage students to watch too much television.





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 four possible answers in your 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:

Now listen to a sample question.

Sample Answer

(A) (B) ● (D)

- In your book, you read:
- (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 choice is (C).

Now listen to another sample question.

Sample Answer

(A) (B) (C) ●

- In your book, you read:
- (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).

Remember, you should **not** take notes or write on your test pages.





40. (A) He was well known on the West Coast.
(B) He served as James Polk's Vice President.
(C) He supported financial aid to farmers.
(D) He was a popular war hero.
41. (A) He was not interested in political reform.
(B) He had an unusual military career.
(C) He had no political experience.
(D) He expressed many controversial ideas.
42. (A) He lost the support of farmers.
(B) He was opposed by the Whig party.
(C) He died early in his term.
(D) He came into conflict with railroad owners.
43. (A) Listen to a talk about another President.
(B) Write a report about Taylor's accomplishments.
(C) Discuss the differences between Polk and Taylor.
(D) Begin working on their reports about Vice Presidents.
44. (A) To commemorate a historic flight.
(B) To try out eighty new balloons.
(C) To recruit balloonists from all over the United States.
(D) To determine whether helium balloons are better than hot-air balloons.
45. (A) They may not be able to inflate their balloons.
(B) There are too many balloons to launch at once.
(C) Their flight pattern could be uncertain due to the wind.
(D) They'll lose money if some balloons can't take off.
46. (A) They're expensive.
(B) They were the first kind of balloon ever used.
(C) They're faster than air balloons.
(D) They're popular in the United States.





47. (A) To review what students know about volcanic activity.
(B) To demonstrate the use of a new measurement device.
(C) To explain the answer to an examination question.
(D) To provide background for the next reading assignment.
48. (A) They occur at regular intervals.
(B) They can withstand great heat.
(C) They travel through the Earth's interior.
(D) They can record the Earth's internal temperature.
49. (A) When the Earth was formed.
(B) The composition of the Earth's interior.
(C) Why lava is hot.
(D) How often a volcano is likely to erupt.
50. (A) How deep they are.
(B) Where earthquakes form.
(C) How hot they are.
(D) What purpose they serve.

No test material on this page.

This is the end of Section 1.

Stop work on Section 1 now.

Turn off your cassette player.



**Read the directions for Section 2 and begin work.
Do NOT read or work on any other section of the test
during the next 25 minutes.**

GO ON TO THE NEXT PAGE

Practice Test E - Answer Keys

Section 1				Section 2			
Listening Comprehension				Structure and Written Expression			
Question Number	Answer	Level of Difficulty*	Answered Correctly	Question Number	Answer	Level of Difficulty*	Answered Correctly
1	A	E	90%	1	A	E	91%
2	B	E	90%	2	D	E	86%
3	C	E	92%	3	A	E	82%
4	C	E	89%	4	B	E	78%
5	D	E	88%	5	A	E	81%
6	A	E	86%	6	C	M	77%
7	B	E	78%	7	C	M	68%
8	D	E	88%	8	B	M	71%
9	A	E	86%	9	B	M	60%
10	B	E	84%	10	C	M	59%
11	C	E	84%	11	B	D	54%
12	D	E	82%	12	B	D	49%
13	A	M	77%	13	D	D	42%
14	C	E	78%	14	D	D	41%
15	B	E	81%	15	B	E	98%
16	C	M	78%	16	B	E	85%
17	D	M	77%	17	C	E	94%
18	B	M	76%	18	D	E	87%
19	B	M	71%	19	D	E	84%
20	C	M	61%	20	C	E	80%
21	A	M	61%	21	D	E	81%
22	A	M	59%	22	C	E	82%
23	B	D	55%	23	B	M	75%
24	D	D	51%	24	D	M	71%
25	D	D	52%	25	D	M	78%
26	B	D	55%	26	B	M	71%
27	B	D	54%	27	B	M	68%
28	C	D	47%	28	C	M	71%
29	B	D	45%	29	B	M	63%
30	A	D	47%	30	D	M	65%
31	D	M	72%	31	D	M	61%
32	B	E	80%	32	C	M	59%
33	A	M	72%	33	A	M	58%
34	A	M	63%	34	D	D	55%
35	B	E	88%	35	A	D	51%
36	A	D	36%	36	C	D	45%
37	C	M	58%	37	B	D	45%
38	D	D	43%	38	A	D	40%
39	B	M	59%	39	C	D	26%
40	D	M	74%	40	D	M	62%
41	C	M	72%				
42	C	M	69%				
43	A	D	41%				
44	A	D	49%				
45	C	M	66%				
46	A	D	38%				
47	D	D	50%				
48	C	M	64%				
49	B	M	66%				
50	A	D	38%				

*E = easy, M = medium, D = difficult

(continued)



Listening

Comprehension Script **E**

Part A

- (woman) Have you saved enough to buy that new printer for your computer yet?

(man) You know, money seems to be burning a hole in my pocket lately. Maybe next month.

(narrator) What does the man mean?
- (woman) We need a fourth player for tennis this morning. Do you want to join us?

(man) I've got a class at nine, but Carol's free and she's really good.

(narrator) What does the man suggest the woman do?
- (man) I don't understand how this budget was calculated.

(woman) Let me have a look, OK?

(narrator) What does the woman mean?
- (woman) I'm going to the snack bar for a cup of coffee. Would you like me to bring you back something?

(man) Not from the snack bar, but could you pick up a paper for me?

(narrator) What does the man mean?
- (man) I'll be coming straight from work, so I'll have to pack a change of clothes.

(woman) It's only a barbecue. Jeans and a T-shirt will be fine.

(narrator) What does the woman imply?
- (man) Man, I'm exhausted. I stayed up the whole night studying for my history midterm exam.

(woman) Why do you always wait till the last minute?

(narrator) What can be inferred about the man?
- (man) Let's go watch the fireworks tonight.

(woman) I have tickets to the theater.

(narrator) What does the woman mean?
- (woman) Do you think you could give me a ride to the library tonight?

(man) I'd like to, but I'm heading in the other direction — I'm meeting Jean tonight.

(narrator) What does the man mean?

Listening Comprehension Script **E**

9. (woman) I want to pay you for that long distance call I made, but I suppose you haven't gotten your phone bill yet.
(man) Oh, but I have.
(narrator) What does the man mean?
10. (man) I've had my new stereo for a whole week, but I haven't yet figured out how to record a cassette.
(woman) Didn't an instruction manual come with it?
(narrator) What does the woman imply?
11. (man) Is there a candy machine in this building?
(woman) Uh-huh, it's down the hall on your left, but it has an "out-of-order" sign on it.
(narrator) What does the woman mean?
12. (woman) I've had it with being sick in bed. I've read most of these magazines twice.
(man) Well, if it'll help, I'll run to the store and get you some new ones.
(narrator) What will the man probably do?
13. (man) You know, I've been watering my plants regularly, but they're still not doing well in my new dorm room.
(woman) Maybe instead of keeping them in the corner you should put them directly in front of the window.
(narrator) What does the woman imply?
14. (woman) I think I'll take my mother to that French restaurant on Main Street for her birthday.
(man) I hope it's not any time soon. They're usually booked up weeks in advance.
(narrator) What does the man mean?
15. (woman 1) That famous violinist our professor was talking about is going to be the soloist in next week's concert!
(woman 2) Great! I don't want to miss it. Where can we get tickets?
(narrator) What will the speakers probably do next week?
16. (woman) So, are you going over to Cindy's after class?
(man) I'd like to, but she has a pet cat and I'm very allergic.
(narrator) What does the man mean?

Listening

Comprehension Script **E**

17. (woman) One of the members of the dormitory council is quitting. Do you know of anyone who'd be interested in taking her place?
(man) I'm not sure, but I'll certainly keep an eye out for you.
(narrator) What will the man probably do?
18. (woman) Have you heard about the new fitness center they're building downtown?
(man) Yeah, I can hardly wait for it to open.
(narrator) What does the man mean?
19. (man) Hi, I'd like to sign up for the film selection committee. Is this the right place?
(woman) Yes, it is! There are a lot of fun people on that committee, but you'll have to put in a lot of hours. I hope your schedule isn't too tight.
(narrator) What does the woman imply?
20. (woman) You don't seem to be able to sit still today. What's going on?
(man) Today they announce who gets the big scholarship for next year.
(narrator) How does the man probably feel?
21. (woman) I'm really looking forward to the picnic tomorrow.
(man) If we're lucky, we'll have some sun this year for a change.
(narrator) What does the man imply?
22. (woman) What a mess for the custodian to clean up!
(man) You can say that again!
(narrator) What does the man mean?
23. (woman) I wish we had more time for lunch.
(man) Me too. I get indigestion.
(narrator) What does the man mean?
24. (woman) You haven't seen a blue notebook, have you? I hope I didn't leave it at school.
(man) Did you check that pile of books and papers you left on the desk last night?
(narrator) What does the man imply?

Listening

Comprehension Script **E**

25. (man) The berries on this bush look kind of tasty. Do you think I should try one?
(woman) I wouldn't. Even the birds stay away from that bush.
(narrator) What does the woman imply?
26. (man) What did you do to your hair?
(woman) I just had to have it cut. It was always getting in my eyes.
(narrator) What does the woman imply?
27. (woman) You're on the right track. I just think you need to narrow the topic down.
(man) Yeah, you're right. I always choose these broad areas when I'm doing a research paper.
(narrator) What will the man probably do?
28. (man) When are you going to have your eyes checked?
(woman) I had to cancel my appointment. I couldn't fit it in.
(narrator) What does the woman mean?
29. (woman) Did you notice that Mark shaved off his beard over the summer?
(man) Notice? I didn't even recognize him.
(narrator) What does the man imply?
30. (man) I probably should've found out if you liked spicy food.
(woman) Oh, but I appreciate all the trouble you went to. I guess I'm just not a very adventurous eater.
(narrator) What can be inferred about the woman?

Listening Comprehension Script **E**

Part B

Questions 31 through 34. Listen to a conversation at a bicycle shop.

(woman) Hi, John!

(man) Oh. Hi, Laura. What're you doing here?

(woman) Uh . . . I'm usually here on weekends. It's my dad's shop. So . . . you're looking for a bike?

(man) Yeah. Now that the weather's warming up, I thought I'd get some exercise — instead of taking the bus all the time.

(woman) Well, you came to the right place. Do you know what you'd like?

(man) Well, I don't want a racer or a touring bike or anything. Mostly I'll just be using it to get me back and forth from work.

(woman) How far is that?

(man) About four miles.

(woman) Are there a lot of hills on the way?

(man) Some, I guess. But . . . uh . . . maybe I should just tell you up front that I've only got a hundred and fifty dollars. Can I get anything decent for that?

(woman) Well, you're not going to get anything top-of-the-line — but we do have a few trade-ins in the back that're in good condition.

(man) That sounds good.

(woman) And you're right, for the kind of riding you're going to be doing, the most important thing is comfort. You want to make sure it's the right height for you. Follow me and I'll show you what we've got.

31. Why is Laura at the bicycle shop?
32. Why does John want to buy a bicycle?
33. What does Laura suggest that John do?
34. What does Laura say is most important about a bike?

Listening

Comprehension Script **E**

Questions 35 through 39. Listen to a conversation between two students.

- (man) Hi, Lynn, I saw you at registration yesterday. I sailed right through, but you were standing in a long line.
- (woman) Yeah, I waited an hour to sign up for a distance-learning course.
- (man) Distance learning? Never heard of it.
- (woman) Well, it's new this semester — it's only open to psychology majors. But I bet it'll catch on elsewhere. Yesterday over a hundred students signed up.
- (man) Well, what is it?
- (woman) It's an experimental course. I registered for child psychology. All I've got to do is watch a twelve-week series of televised lessons. The department shows them several different times a day and in several different locations.
- (man) Don't you ever have to meet with your professor?
- (woman) Yeah, after each part of the series I have to talk to her and the other students on the phone, you know, about our ideas. Then we'll meet on campus three times for reviews and exams.
- (man) It sounds pretty nontraditional to me, but I guess it makes sense, considering how many students have jobs. It must really help with their schedules — not to mention how it'll cut down on traffic.
- (woman) You know, last year my department did a survey and they found out that 80 percent of all psychology majors were employed. That's why they came up with the program. Look, I'll be working three days a week next semester, and it was either cut back on my classes or try this out.
- (man) The only thing is . . . doesn't it seem impersonal, though? I mean, I'd miss having class discussions and hearing what other people think.
- (woman) Well, I guess that's why phone contact's important. Anyway, it's an experiment. Maybe I'll end up hating it.
- (man) Maybe, but . . . I'll be curious to see how it works out.

35. Where did the man see the woman yesterday?
36. How is the distance-learning course different from traditional courses?
37. What do the speakers agree is the major advantage of the distance-learning course?
38. Why did the woman decide to enroll in the distance-learning course?
39. What does the man think is a disadvantage of distance learning?

Listening Comprehension Script **E**

Part C

Questions 40 through 43. Listen to a student report in a United States history class.

(woman) So, uh . . . as Jim said, James Polk was the eleventh President, and . . . uh . . . well, my report's about the next President — Zachary Taylor.

Taylor was elected in 1849. It's surprising because . . . well, he was the first President that didn't have any previous political experience. The main reason he was chosen as a candidate was because he was a war hero.

In the army, his men called him "Old Rough and Ready" . . . I guess because of his . . . "rough edges." He was kind of blunt and he didn't really look like a military hero. He liked to do things like wear civilian clothes instead of a uniform — even in battle. And he was so short and plump he had to be lifted up onto his horse. But he did win a lot of battles and he became more and more popular. So, the Whig party decided to nominate him for the presidency, even though no one knew anything about where he stood on the issues.

I couldn't find much about his accomplishments — probably because he was only in office about a year and a half before he died. But one thing — he pushed for the development of the transcontinental railroad because he thought it was important to form a link with the West Coast — there was a lot of wealth in California and Oregon from commerce and minerals and stuff. Also, he established an agricultural bureau in the Department of the Interior and promoted more government aid to agriculture.

Well, that's about all I found. Like I said, he died in office — in 1850 — so his Vice President took over . . . and that's the next report, so . . . thank you.

40. Why was Zachary Taylor chosen by his party as a candidate for President?
41. According to the speaker, why is it surprising that Taylor was elected President?
42. Why did Taylor accomplish relatively little as President?
43. What will the class probably do next?

Listening Comprehension Script **E**

Questions 44 through 46. Listen to a talk at a special event.

(man) I want to welcome each and every balloon enthusiast to Philadelphia. Thank you for coming here this morning to commemorate the first balloon voyage in the United States. On January 9, 1793, at ten o'clock in the morning, a silk balloon lifted into the skies above this city, which was, at the time, the capital of the country.

According to the original records of the flight, the voyage lasted forty-six minutes, from its departure in Philadelphia to its landing across the Delaware River in New Jersey. Though our pilots today will try to approximate the original landing site, they're at the mercy of the winds, so who knows where they'll drift off to. Even the balloonist in 1793 experienced some uncertain weather that day. There were clouds, fog, and mist in various directions.

Our reenactment promises to be nothing less than spectacular. The yellow balloon directly behind me is five stories high. It's inflated with helium, unlike the original, which was filled with hydrogen and, unbeknownst to the pilot, potentially explosive. Gas-filled models are pretty uncommon now because of the extremely high cost, so the eighty other balloons in today's launch are hot air, heated by propane burners. These balloons are from all over the country.

44. What is the purpose of the balloon launch?
45. What problem might today's pilots encounter?
46. What does the speaker imply about helium balloons?

Listening Comprehension Script **E**

Questions 47 through 50. Listen to part of a lecture in a geology class.

(man)

I'm glad you brought up the question of our investigations into the makeup of the Earth's interior. In fact — since this is the topic of your reading assignment for next time — let me spend these last few minutes of class talking about it. There were several important discoveries in the early part of this century that helped geologists develop a more accurate picture of the Earth's interior.

The first key discovery had to do with seismic waves — remember they are the vibrations caused by earthquakes. Well, scientists found that they traveled thousands of miles through the Earth's interior. This finding enabled geologists to study the inner parts of the Earth. You see, these studies revealed that these vibrations were of two types: compression — or P — waves and shear — or S — waves. And researchers found that P waves travel through both liquids and solids, while S waves travel only through solid matter.

In 1906 a British geologist discovered that P waves slowed down at a certain depth but kept traveling deeper. On the other hand, S waves either disappeared or were reflected back, so he concluded that the depth marked the boundary between a solid mantle and a liquid core. Three years later another boundary was discovered — that between the mantle and the Earth's crust.

There's still a lot to be learned about the Earth. For instance, geologists know that the core is hot. Evidence of this is the molten lava that flows out of volcanoes. But we're still not sure what the source of the heat is.

47. What is the purpose of the talk?
48. What important discovery about seismic waves does the instructor mention?
49. What did the study of seismic vibrations help geologists learn more about?
50. What did P and S waves help scientists discover about the layers of the Earth?

Practice Test E – Structure

- Portland, Maine, is _____ the poet Henry Wadsworth Longfellow spent his early years.

(A) where
(B) it where
(C) where is
(D) which is where
- As consumers' response to traditional advertising techniques declines, businesses are beginning _____ new methods of reaching customers.

(A) the development that
(B) it developing
(C) develop
(D) to develop
- The knee is _____ most other joints in the body because it cannot twist without injury.

(A) more likely to be damaged than
(B) likely to be more than damaged
(C) more than likely to be damaged
(D) to be damaged more than likely
- The quince is an attractive shrub or small tree _____ closely related to the apple and pear trees.

(A) is
(B) that is
(C) that it is
(D) is that which
- Many gases, including the nitrogen and oxygen in air, _____ color or odor.

(A) have no
(B) which have no
(C) not having
(D) they do not have
- The American Academy of Poets, _____ the 1930's, provides financial assistance to support working poets.

(A) when it was founded
(B) was founded
(C) which was founded in
(D) was founded in
- During the Pleistocene glacial periods _____ portions of the Earth where plant and animal life flourished, making it possible for people to subsist.

(A) the
(B) it was
(C) there were
(D) have there been
- The photographs of Carrie Mae Weems, in which she often makes her family members _____, are an affectionate and incisive representation of the African American experience.

(A) are her subjects
(B) her subjects
(C) are subjects
(D) which her subjects

9. Hubble's law states that the greater the distance between any two galaxies, _____ is their relative speed of separation.
- (A) the greatest
(B) the greater
(C) greater than
(D) as great as
10. The onion is characterized by an edible bulb composed of leaves rich in sugar and a pungent oil, _____ the vegetable's strong taste.
- (A) which the source of
(B) that the source is
(C) the source of
(D) of the source is
11. A regional writer with a gift for dialect, _____ her fiction with the eccentric, comic, but vital inhabitants of rural Mississippi.
- (A) and Eudora Welty is peopling
(B) Eudora Welty peoples
(C) because Eudora Welty peoples
(D) Eudora Welty, to people
12. Relative humidity is the amount of water vapor the air contains at a certain temperature _____ with the amount it could hold at that temperature.
- (A) to compare
(B) compared
(C) comparing
(D) compares
13. Scientists believe the first inhabitants of the Americas arrived by crossing the land bridge that connected Siberia and _____ more than 10,000 years ago.
- (A) this is Alaska now
(B) Alaska is now
(C) is now Alaska
(D) what is now Alaska
14. Fibers of hair and wool are not continuous and must normally be spun into thread _____ woven into textile fabrics.
- (A) as are they
(B) when to be
(C) that they are
(D) If they are to be
15. Margaret Brent, because of her skill in managing estates, became _____ largest landholders in colonial Maryland.
- (A) what the
(B) one of the
(C) who the
(D) the one that

Practice Test E – Written Expression

16. The Armory Show, held in New York in 1913, was a important exhibition of modern European art.
17. Ripe fruit is often stored in a place who contains much carbon dioxide so that the fruit will not decay too rapidly.
18. In 1852 Massachusetts passed a law requiring all children from four to eighteen years of old to attend school.
19. The main purpose of classifying animals is to show the most probable evolutionary relationship of the different species to each another.
20. Matthew C. Perry, a United States naval commander, gained fame not in war and through diplomacy.
21. One of the most impressive collections of nineteenth-century European paintings in the United States can be found to the Philadelphia Museum of Art.
22. Three of every four migrating water birds in North America visits the Gulf of Mexico's winter wetlands.
23. Charleston, West Virginia, was named for Charles Clendenin who son George acquired land at the junction of the Elk and Kanawha rivers in 1787.
24. Financier Andrew Mellon donated most of his magnificent art collection to the National Gallery of Art, where it is now locating.

25. Soil temperatures in Death Valley, California, near the Nevada border, have been known to reach 90 of degrees Celsius.
26. When the Sun, Moon, and Earth are alignment and the Moon crosses the Earth's orbital plane, a solar eclipse occurs.
27. Mary Cassatt's paintings of mothers and children are known for its fine linear rhythm, simple modelings, and harmonies of clear color.
28. Plants synthesize carbohydrates from water and carbon dioxide with the aid of energy is derived from sunlight.
29. The best American popular music balances a powerful emotions of youth with tenderness, grace, and wit.
30. In the nineteenth century, women used quilts to inscribe their responses to social, economic, and politics issues.
31. Fossils in 500-inillion-year-old rocks demonstrate that life forms in the Cambrian period were mostly marine animals capability of secreting calcium to form shells.
32. Rainbows in the shape of complete circles are sometimes seen from airplanes because they are not cutting off by the horizon.
33. Hot at the equator causes the air to expand, rise, and flow toward the poles.

34. Although research has been ongoing since 1930, the existence of ESP – perception and communication without the use of sight, hear, taste, touch, or smell – is still disputed.

35. As many as 50 percent of the income from motion pictures produced in the United States comes from marketing the films abroad.

36. Sleep is controlled by the brain and associated by characteristic breathing rhythms.

37. The walls around the city of Quebec, which was originally a fort military, still stand, making Quebec the only walled city in North America.

38. The manufacture of automobile was extremely expensive until assembly-line techniques made them cheaper to produce

39. The ballad is characterized by informal diction, by a narrative largely dependent on action and dialogue, by thematic intense, and by stress on repetition.

40. Eleanor Roosevelt set the standard against which the wives of all United States Presidents since have evaluated.

Practice Test E – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	A	Easy	91%
2	D	Easy	86%
3	A	Easy	82%
4	B	Easy	78%
5	A	Easy	81%
6	C	Medium	77%
7	C	Medium	68%
8	B	Medium	71%
9	B	Medium	60%
10	C	Medium	59%
11	B	Difficult	54%
12	B	Difficult	49%
13	D	Easy	42%
14	D	Easy	41%
15	B	Easy	98%
16	B	Easy	85%
17	C	Easy	94%
18	D	Easy	87%
19	D	Easy	84%
20	C	Easy	80%
21	D	Easy	81%
22	C	Easy	82%
23	B	Medium	75%
24	D	Medium	71%
25	D	Medium	78%
26	B	Medium	71%
27	B	Medium	68%
28	C	Medium	71%
29	B	Medium	63%
30	D	Medium	65%
31	D	Medium	61%
32	C	Medium	59%
33	A	Medium	58%
34	D	Difficult	55%
35	A	Difficult	51%
36	C	Difficult	45%
37	B	Difficult	45%
38	A	Difficult	40%
39	C	Difficult	26%
40	D	Medium	62%

Practice Test E – Reading

Question 1- 7

Hotels were among the earliest facilities that bound the United States together. They were both creatures and creators of communities, as well symptoms of the frenetic quest for community. Even in the first part of the nineteenth century, Americans were already forming the habit of gathering from all corners of the nation for both public and private, business and pleasure, purposes. Conventions were the new occasions, and hotels were distinctively American facilities making conventions possible. The first national convention of a major party to choose a candidate for President (that of the National Republican party, which met on December 12, 1831, and nominated Henry Clay for President) was held in Baltimore, at a hotel that was then reputed to be the best in the country. The presence in Baltimore of Barnum's City Hotel, a six-story building with two hundred apartments, helps explain why many other early national political conventions were held there.

In the longer run, American hotels made other national conventions not only possible but pleasant and convivial. The growing custom of regularly assembling from afar the representatives of all kinds of groups – not only for political conventions, but also for commercial, professional, learned, and avocations ones – in turn supported the multiplying hotels. By the mid-twentieth century, conventions accounted for over a third of the yearly room occupancy of all hotels in the nation; about eighteen thousand different conventions were held annually with a total attendance of about ten million persons.

Nineteenth-century American hotelkeepers, who were no longer the genial, deferential "hosts" of the eighteenth-century European inn, became leading citizens. Holding a large stake in the community, they exercised power to make it prosper. As owners or managers of the local "palace of the public," they were makers and shapers of a principal community attraction. Travelers from abroad were mildly shocked by this high social position.

1. The word "bound" in line 1 is closest in meaning to

- (A) led
- (B) protected
- (C) tied
- (D) strengthened

2. The National Republican party is mentioned in line 8 as an example of a group

- (A) from Baltimore
- (B) of learned people
- (C) owning a hotel
- (D) holding a convention

3. The word "assembling" in line 14 is closest in meaning to
- (A) announcing
 - (B) motivating
 - (C) gathering
 - (D) contracting
4. The word "ones" in line 16 refers to
- (A) hotels
 - (B) conventions
 - (C) kinds
 - (D) representatives
5. The word "it" in line 23 refers to
- (A) European inn
 - (B) host
 - (C) community
 - (D) public
6. It can be inferred from the passage that early hotelkeepers in the United States were
- (A) active politicians
 - (B) European immigrants
 - (C) professional builders
 - (D) influential citizens
7. Which of the following statements about early American hotels is NOT mentioned in the passage?
- (A) Travelers from abroad did not enjoy staying in them.
 - (B) Conventions were held in them.
 - (C) People used them for both business and pleasure.
 - (D) They were important to the community

Questions 8-17

Line Beads were probably the first durable ornaments humans possessed, and the intimate relationship they had with their owners is reflected in the fact that beads are among the most common items found in ancient archaeological sites. In the past, as today, men, women, and children adorned themselves with beads. In some cultures (5) still, certain beads are often worn from birth until death, and then are buried with their owners for the afterlife. Abrasion due to daily wear alters the surface features of beads, and if they are buried for long, the effects of corrosion can further change their appearance. Thus, interest is imparted to the bead both by use and the effects of time.

(10) Besides their wearability, either as jewelry or incorporated into articles of attire, beads possess the desirable characteristics of every collectible: they are durable, portable, available in infinite variety, and often valuable in their original cultural context as well as in today's market. Pleasing to look at and touch, beads come in shapes, colors, and materials that almost compel one to handle them and to sort them.

(15) Beads are miniature bundles of secrets waiting to be revealed: their history, manufacture, cultural context, economic role, and ornamental use are all points of information one hopes to unravel. Even the most mundane beads may have traveled great distances and been exposed to many human experiences. The bead researcher must gather information from many diverse fields. In addition to having to be a generalist while specializing in what may seem to be a narrow field, the researcher is (20) faced with the problem of primary materials that have little or no documentation. Many ancient beads that are of ethnographic interest have often been separated from their original cultural context.

(25) The special attractions of beads contribute to the uniqueness of bead research. While often regarded as the "small change of civilizations," beads are a part of every culture, and they can often be used to date archaeological sites and to designate the degree of mercantile, technological, and cultural sophistication.

8. What is the main subject of the passage?

- (A) Materials used in making beads
- (B) How beads are made
- (C) The reasons for studying beads
- (D) Different types of beads

9. The word "adorned" in line 4 is closest in meaning to

- (A) protected
- (B) decorated
- (C) purchased
- (D) enjoyed

10. The word "attire" in line 9 is closest in meaning to

- (A) ritual
- (B) importance
- (C) clothing
- (D) history

11. All of the following are given as characteristics of collectible objects EXCEPT

- (A) durability
- (B) portability
- (C) value
- (D) scarcity

12. According to the passage, all of the following are factors that make people want to touch beads EXCEPT the
- (A) shape
 - (B) color
 - (C) material
 - (D) odor
13. The word "unravel" in line 16 is closest in meaning to
- (A) communicate
 - (B) transport
 - (C) improve
 - (D) discover
14. The word "mundane" in line 16 is closest in meaning to
- (A) carved
 - (B) beautiful
 - (C) ordinary
 - (D) heavy
15. It is difficult to trace the history of certain ancient beads because they
- (A) are small in size
 - (B) have been buried underground
 - (C) have been moved from their original locations
 - (D) are frequently lost
16. Knowledge of the history of some beads may be useful in the studies done by which of the following?
- (A) Anthropologist
 - (B) Agricultural experts
 - (C) Medical researchers
 - (D) Economists
17. Where in the passage does the author describe why the appearance beads may change?
- (A) Lines 3-4
 - (B) Lines 6-8
 - (C) Lines 12-13
 - (D) Lines 20-22

Questions 18-31

- In the world of birds, bill design is a prime example of evolutionary fine-tuning. Shorebirds such as oystercatchers use their bills to pry open the tightly sealed shells of their prey; hummingbirds have stiletto-like bills to probe the deepest nectar-bearing flowers; and kiwis smell out earthworms thanks to nostrils located at the tip of their beaks. But few birds are more intimately tied to their source of sustenance than are crossbills. Two species of these finches, named for the way the upper and lower parts of their bills cross, rather than meet in the middle, reside in the evergreen forests of North America and feed on the seeds held within the cones of coniferous trees.
- The efficiency of the bill is evident when a crossbill locates a cone. Using a lateral motion of its lower mandible, the bird separates two overlapping scales on the cone and exposes the seed. The crossed mandibles enable the bird to exert a powerful biting force at the bill tips, which is critical for maneuvering them between the scales and spreading the scales apart. Next, the crossbill snakes its long tongue into the gap and draws out the seed. Using the combined action of the bill and tongue, the bird cracks open and discards the woody seed covering and swallows the nutritious inner kernel. This whole process takes but a few seconds and is repeated hundreds of times a day.
- The bills of different crossbill species and subspecies vary – some are stout and deep, others more slender and shallow. As a rule, large-billed crossbills are better at securing seeds from large cones, while small-billed crossbills are more deft at removing the seeds from small, thin-scaled cones. Moreover, the degree to which cones are naturally slightly open or tightly closed helps determine which bill design is the best.
- One anomaly is the subspecies of red crossbill known as the Newfoundland crossbill. This bird has a large, robust bill, yet most of Newfoundland's conifers have small cones, the same kind of cones that the slender-billed white-wings rely on.

18. What does the passage mainly discuss?
- (A) The importance of conifers in evergreen forests
 - (B) The efficiency of the bill of the crossbill
 - (C) The variety of food available in a forest
 - (D) The different techniques birds use to obtain food
19. Which of the following statements best represents the type of "evolutionary fine-tuning" mentioned in line 1?
- (A) Different shapes of bills have evolved depending on the available food supply.
 - (B) White-wing crossbars have evolved from red crossbills.
 - (C) Newfoundland's conifers have evolved small cones.
 - (D) Several subspecies of crossbills have evolved from two species.

20. Why does the author mention oystercatchers, hummingbirds, and kiwis in lines 2-4?
- (A) They are examples of birds that live in the forest.
 - (B) Their beaks are similar to the beak of the crossbill.
 - (C) They illustrate the relationship between bill design and food supply.
 - (D) They are closely related to the crossbill.

21. Crossbills are a type of

- (A) shorebird
- (B) hummingbird
- (C) kiwi
- (D) finch

22. Which of the following most closely resembles the bird described in lines 6-8?

(A)



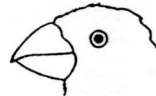
(B)



(C)



(D)



23. The word "which" in line 12 refers to
- (A) seed
 - (B) bird
 - (C) force
 - (D) bill
24. The word "gap" in line 13 is closest in meaning to
- (A) opening
 - (B) flower
 - (C) mouth
 - (D) tree
25. The word "discards" in line 15 is closest in meaning to
- (A) eats
 - (B) breaks
 - (C) finds out
 - (D) gets rid of
26. The word "others" in line 18 refers to
- (A) bills
 - (B) species
 - (C) seeds
 - (D) cones
27. The word "deft" in line 19 is closest in meaning to
- (A) hungry
 - (B) skilled
 - (C) tired
 - (D) pleasant
28. The word "robust" in line 24 is closest in meaning to
- (A) strong
 - (B) colorful
 - (C) unusual
 - (D) sharp
29. In what way is the Newfoundland crossbill an anomaly?
- (A) It is larger than the other crossbill species.
 - (B) It uses a different technique to obtain food.
 - (C) The size of its bill does not fit the size of its food source.
 - (D) It does not live in evergreen forests.
30. The final paragraph of the passage will probably continue with a discussion of
- (A) other species of forest birds
 - (B) the fragile ecosystem of Newfoundland
 - (C) what mammals live in the forests of North America
 - (D) how the Newfoundland crossbill survives with a large bill
31. Where in the passage does the author describe how a crossbill removed a seed from its cone?
- (A) The first paragraph
 - (B) The second paragraph
 - (C) The third paragraph
 - (D) The fourth paragraph

Questions 32-38

Line
(5) If you look closely at some of the early copies of the Declaration of Independence, beyond the flourished signature of John Hancock and the other fifty-five men who signed it, you will also find the name of one woman, Mary Katherine Goddard. It was she, a Baltimore printer, who published the first official copies of the Declaration, the first copies that included the names of its signers and therefore heralded the support of all thirteen colonies.

(10) Mary Goddard first got into printing at the age of twenty-four when her brother opened a printing shop in Providence, Rhode Island, in 1762. When he proceeded to get into trouble with his partners and creditors, it was Mary Goddard and her mother who were left to run the shop. In 1765 they began publishing the *Providence Gazette*, a weekly newspaper. Similar problems seemed to follow her brother as he opened businesses in Philadelphia and again in Baltimore. Each time Ms. Goddard was brought in to run the newspapers. After starting Baltimore's first newspaper, *The Maryland Journal*, in 1773, her brother went broke trying to organize a colonial postal service. While he was in debtor's prison, Mary Katherine Goddard's name appeared on the newspaper's masthead for the first time.

(15) When the Continental Congress fled there from Philadelphia in 1776, it commissioned Ms. Goddard to print the first official version of the Declaration of Independence in January 1777. After printing the documents, she herself paid the post riders to deliver the Declaration throughout the colonies.

(20) During the American Revolution, Mary Goddard continued to publish Baltimore's only newspaper, which one historian claimed was "second to none among the colonies." She was also the city's Postmaster from 1775 to 1789 – appointed by Benjamin Franklin – and is considered to be the first woman to hold a federal position.

32. With which of the following subjects is the passage mainly concerned?

- (A) The accomplishments of a female publisher
- (B) The weaknesses of the newspaper industry
- (C) The rights of a female publisher
- (D) The publishing system in colonial America

33. Mary Goddard's name appears on the Declaration of Independence because

- (A) she helped write the original document
- (B) she published the document
- (C) she paid to have the document printed
- (D) her brother was in prison

34. The word "heralded" in line 5 is closest in meaning to

- (A) influenced
- (B) announced
- (C) rejected
- (D) ignored

35. According to the passage, Mary Goddard first became involved in publishing when she

- (A) was appointed by Benjamin Franklin
- (B) signed the Declaration of Independence
- (C) took over her brother's printing shop
- (D) moved to Baltimore

36. The word "there" in line 17 refers to

- (A) the colonies
- (B) the print shop
- (C) Baltimore
- (D) Providence

37. It can be inferred from the passage that Mary Goddard was

- (A) an accomplished businesswoman
- (B) extremely wealthy
- (C) a member of the Continental congress
- (D) a famous writer

38.

The word "position" in line 24 is closest in meaning to

- (A) job
- (B) election
- (C) document
- (D) location

Question 39-50

Galaxies are the major building blocks of the universe. A galaxy is a giant family of many millions of stars, and it is held together by its own gravitational field. Most of the material universe is organized into galaxies of stars, together with gas and dust.

Line There are three main types of galaxy: spiral, elliptical, and irregular. The Milky
(5) Way is a spiral galaxy: a flattish disc of star with two spiral arms emerging from its central nucleus. About one-quarter of all galaxies have this shape. Spiral galaxies are well supplied with the interstellar gas in which new stars form; as the rotating spiral pattern sweeps around the galaxy it compresses gas and dust, triggering the formation of bright young stars in its arms. The elliptical galaxies have a symmetrical elliptical or
(10) spheroidal shape with no obvious structure. Most of their member stars are very old and since ellipticals are devoid of interstellar gas, no new stars are forming in them. The biggest and brightest galaxies in the universe are ellipticals with masses of about 10^{13} times that of the Sun; these giants may frequently be sources of strong radio emission, in which case they are called radio galaxies. About two-thirds of all galaxies
(15) are elliptical. Irregular galaxies comprise about one-tenth of all galaxies and they come in many subclasses.

Measurement in space is quite different from measurement on Earth. Some terrestrial distances can be expressed as intervals of time: the time to fly from one continent to another or the time it takes to drive to work, for example. By comparison
(20) with these familiar yardsticks, the distances to the galaxies are incomprehensibly large, but they too are made more manageable by using a time calibration, in this case, the distance that light travels in one year. On such a scale the nearest giant spiral galaxy, the Andromeda galaxy, is two million light years away. The most distant luminous objects seen by telescopes are probably ten thousand million light years away. Their
(25) light was already halfway here before the Earth even formed. The light from the nearby Virgo galaxy set out when reptiles still dominated the animal world.

39. The word "major" in line 1 is closest in meaning to

- (A) intense
- (B) principal
- (C) huge
- (D) unique

40. What does the second paragraph mainly discuss?

- (A) The Milky Way
- (B) Major categories of galaxies
- (C) How elliptical galaxies are formed
- (D) Differences between irregular and spiral galaxies

41. The word "which" in line 7 refers to

- (A) dust
- (B) gas
- (C) pattern
- (D) galaxy

42. According to the passage, new stars are formed in spiral galaxies due to

- (A) an explosion of gas
- (B) the compression of gas and dust
- (C) the combining of old stars
- (D) strong radio emissions

43. The word "symmetrical" in line 9 is closest in meaning to
- (A) proportionally balanced
 - (B) commonly seen
 - (C) typically large
 - (D) steadily growing
44. The word "obvious" in line 10 is closest in meaning to
- (A) discovered
 - (B) apparent
 - (C) understood
 - (D) simplistic
45. According to the passage, which of the following is NOT true of elliptical galaxies?
- (A) They are the largest galaxies.
 - (B) They mostly contain old stars.
 - (C) They contain a high amount of interstellar gas.
 - (D) They have a spherical shape.
46. Which of the following characteristics of radio galaxies is mentioned in the passage?
- (A) They are a type of elliptical galaxy.
 - (B) They are usually too small to be seen with a telescope.
 - (C) They are closely related to irregular galaxies.
 - (D) They are not as bright as spiral galaxies.
47. What percentage of galaxies is irregular?
- (A) 10%
 - (B) 25%
 - (C) 50%
 - (D) 75%
48. The word "they" in line 21 refers to
- (A) intervals
 - (B) yardsticks
 - (C) distances
 - (D) galaxies
49. Why does the author mention the Virgo galaxy and the Andromeda galaxy in the third paragraph?
- (A) To describe the effect that distance has on visibility
 - (B) To compare the ages of two relatively young galaxies
 - (C) To emphasize the vast distances of the galaxies from Earth
 - (D) To explain why certain galaxies cannot be seen by a telescope
50. The word "dominated" in line 26 is closest in meaning to
- (A) threatened
 - (B) replaced
 - (C) were developing in
 - (D) were prevalent in

Practice Test E – Answers

Question Number	Answer	Level of Difficulty	Answered Correctly
1	C	M	75%
2	D	M	78%
3	C	M	75%
4	B	D	57%
5	C	D	50%
6	D	D	52%
7	A	E	84%
8	C	M	72%
9	B	M	66%
10	C	D	50%
11	D	E	83%
12	D	E	91%
13	D	M	65%
14	C	M	58%
15	C	M	70%
16	A	M	71%
17	B	M	74%
18	B	M	65%
19	A	M	69%
20	C	M	71%
21	D	D	51%
22	B	M	76%
23	C	D	49%
24	A	D	50%
25	D	M	53%
26	A	M	71%
27	B	E	79%
28	A	M	61%
29	C	D	46%
30	D	M	60%
31	B	M	66%
32	A	E	76%
33	B	M	67%
34	B	M	48%
35	C	E	73%
36	C	M	54%
37	A	M	51%
38	A	M	60%
39	B	M	69%
40	B	E	79%
41	B	M	64%
42	B	M	77%

43	A	M	65%
44	B	M	64%
45	C	M	55%
46	A	M	76%
47	A	M	77%
48	C	D	50%
49	C	M	56%
50	D	D	30%

Practice Test F – Listening (Part A)

1.
 - (A) The woman should check the bus schedule.
 - (B) The buses stop running on Fridays.
 - (C) The bus doesn't stop at the corner.
 - (D) The schedule on the corner is out-of-date.
2.
 - (A) Make some tea for the man.
 - (B) Take the man to see a doctor.
 - (C) Ask the man's mother to come over.
 - (D) Look up a recipe for chicken soup.
3.
 - (A) She finished packing a half hour ago.
 - (B) The man should get ready quickly.
 - (C) She'll meet the man at the airport.
 - (D) The man doesn't like to travel.
4.
 - (A) She's too busy to have dinner with the man this month.
 - (B) She doesn't know her new schedule yet.
 - (C) She'll go to dinner with the man on Monday.
 - (D) She doesn't want to cook dinner.
5.
 - (A) He returned home without any seeds.
 - (B) He brought home some vegetables.
 - (C) He forgot to stop at the nursery.
 - (D) He bought the wrong seeds.
6.
 - (A) He's already completed the program.
 - (B) He doesn't know the nurse's phone number.
 - (C) He doesn't have time to call.
 - (D) He'd like to get additional information.
7.
 - (A) Get the woman another carton of eggs.
 - (B) Give the woman a refund.
 - (C) Clean up the floor.
 - (D) Tell the woman where she can find the eggs.
8.
 - (A) Go to bed earlier.
 - (B) Wake up earlier in the morning.
 - (C) Register for later classes.
 - (D) Use an alarm clock to wake up.
9.
 - (A) Give her a new suitcase.
 - (B) Give her store credit.
 - (C) Fix her suitcase.
 - (D) Give her a refund.
10.
 - (A) She doesn't agree with the man.
 - (B) She wants the man's opinion.
 - (C) The man is overqualified.
 - (D) The man shouldn't react so strongly

11.

- (A) He needs some change.
- (B) He seldom counts his money.
- (C) He doesn't have that much cash.
- (D) He owes the woman fifty dollars.

12.

- (A) He'll take work with him on his vacation.
- (B) Work stacked up while he was on vacation.
- (C) He has too much work to do.
- (D) He's already made his vacation plans.

13.

- (A) He's already been picked up.
- (B) He got delayed at the airport.
- (C) He'll be standing outside.
- (D) He'll be easy to recognize.

14.

- (A) He drank too much coffee.
- (B) He thinks the stain can be removed.
- (C) He'll clean the shirt himself.
- (D) He's worried about his shirt.

15.

- (A) He still has a lot to do.
- (B) He has to wait a while before he buys a house.
- (C) He hasn't been able to sell his house.
- (D) He appreciates the woman's help.

16.

- (A) She's studying for a physics exam.
- (B) She's planning her class schedule.
- (C) She has a degree in astrophysics.
- (D) She plans to graduate this year.

17.

- (A) She doesn't like bowling.
- (B) She probably won't be able to go.
- (C) She'll go bowling with Dennis next week.
- (D) She'll help Dennis with his project this weekend.

18.

- (A) He'd like to ride with the woman.
- (B) He'll try to get a ride with someone else.
- (C) He already has a ride.
- (D) His car has already been fixed.

19.

- (A) The museum might be closed before they arrive.
- (B) They should find a different way to get to the museum.
- (C) He won't be able to go with the woman.
- (D) It isn't worth getting upset about the delay.

20.

- (A) Ten minutes is a long time for spaghetti to cook.
- (B) She'll tell the man when the time is up.
- (C) She doesn't want to have spaghetti for dinner.
- (D) The man should start the spaghetti in ten minutes.

21.

- (A) The man's paper was due last week.
- (B) The man has a lot of work to do.
- (C) She'll help the man with his paper.
- (D) The library is closed on weekends.

22.

- (A) She'd rather not go to the late show.
- (B) She'll miss the rehearsal because she is sick.
- (C) She's too tired to go to the concert.
- (D) She wishes the man had fewer rehearsals.

23.

- (A) The gym is always very crowded.
- (B) The gym offers many different activities.
- (C) He doesn't know how late the gym stays open.
- (D) The number of people in the gym varies.

24.

- (A) Gloria hasn't been with the company very long.
- (B) Gloria got her promotion after only a year.
- (C) Gloria hasn't gotten what she deserved.
- (D) Gloria earned her promotion.

25.

- (A) Most people don't like it.
- (B) Some people aren't enthusiastic about it.
- (C) The enthusiasm people feel will soon disappear.
- (D) She'll take it next semester.

26.

- (A) Anyone would have difficulty without directions.
- (B) It was surprising that the store provided a manual.
- (C) Mike expected the bike to be assembled at the store.
- (D) Mike couldn't understand the instructions.

27.

- (A) He knows how to use the camera.
- (B) He's a professional photographer.
- (C) He isn't sure he knows how the camera works.
- (D) He has used the woman's camera before.

28.

- (A) Nancy wouldn't send a thank-you note.
- (B) Nancy hadn't received the scarf.
- (C) Nancy wouldn't like the gift.
- (D) Nancy doesn't wear scarves.

29.

- (A) The car is dependable.
- (B) The car isn't very old.
- (C) This car is better than his old one.
- (D) He paid too much for the car.

30.

- (A) She should have bought a new book bag earlier.
- (B) She wanted to buy the new statistics book.
- (C) She spends money extravagantly.
- (D) She lost her new book bag.

Practice Test F – Listening (Part B)

31.

- (A) The zoo has built a rookery there.
- (B) He's writing a book about penguins.
- (C) He's interested in seeing a certain species.
- (D) It has recently been renovated.

32.

- (A) It lives near the equator.
- (B) It is able to fly.
- (C) It lays its eggs underwater.
- (D) It is the largest kind of penguin.

33.

- (A) They have no feathers.
- (B) They are used for swimming.
- (C) They differ on males and females.
- (D) They are present only on certain species.

34.

- (A) He keeps the egg warm.
- (B) He builds a nest for the egg.
- (C) He defends the colony.
- (D) He gathers food for the female.

35.

- (A) A comparison of unconscious behavior patterns.
- (B) Recent trends in psychology.
- (C) Reasons for certain behavior problems.
- (D) Causes of anxiety.

36.

- (A) He feels angry.
- (B) He wants attention.
- (C) He's too quiet.
- (D) He's very nervous.

37.

- (A) He's late for social occasions but not for work.
- (B) He's a quiet person but likes to make grand entrances.
- (C) He expects others to be on time but is usually late himself.
- (D) He loses pay for being late to work but doesn't seem to mind.

38.

- (A) Trying to get Mark to talk about his problem.
- (B) Helping Mark relax and be more comfortable in a group.
- (C) Waiting fifteen minutes and then leaving without Mark.
- (D) Telling Mark to come earlier than the planned meeting time.

Practice Test F – Listening (Part C)

39.

- (A) Whether it is necessary to put labels on prepared foods.
- (B) What the daily requirements for certain nutrients should be.
- (C) How to get consumers to read labels more carefully.
- (D) What information food manufacturers should provide to consumers.

40.

- (A) To demonstrate that current consumer trends are stable.
- (B) To compare current consumer trends to those of the past.
- (C) To indicate that most consumers actively research the products they buy.
- (D) To show that there has been a decrease in consumer awareness.

41.

- (A) Stricter standards for food preparation.
- (B) More detailed labels on food.
- (C) Removing certain foods from the market.
- (D) Regular testing of food products.

42.

- (A) They were unable to comprehend a label without percentages.
- (B) They preferred more basic labeling.
- (C) They were unwilling to do simple arithmetic.
- (D) They thought the language on labels was too technical.

43.

- (A) To describe a college training program.
- (B) To recruit people for a job.
- (C) To discuss problems faced by the airline industry.
- (D) To describe a recent trip.

44.

- (A) A four-year college degree.
- (B) Letters of reference.
- (C) Extensive travel experience.
- (D) Experience working with the public.

45.

- (A) Psychology.
- (B) World history.
- (C) Modern languages.
- (D) Geography.

46.

- (A) To introduce the next speaker.
- (B) To explain her previous job.
- (C) To describe some of the skills flight attendants need.
- (D) To describe the background needed by applicants.

47.

- (A) The high salary.
- (B) The free college tuition.
- (C) The chance to meet people.
- (D) The opportunity for advancement

48.

- (A) By categorizing the world' s climate.
- (B) By defining the term " climate."
- (C) By summarizing the previous lecture.
- (D) By referring to the weather map.

49.

- (A) The releasing of heat from the Earth' s core by volcanoes.
- (B) The amount of energy used by different countries around the world.
- (C) The rate at which sunlight is converted to heat by the Earth.
- (D) The amount of fossil fuels stored in the Earth.

50.

- (A) Computer models are inadequate.
- (B) Climate changes too quickly.
- (C) Instruments for collecting field samples are not reliable.
- (D) Meteorologists cannot agree on key terms.

Practice Test F – Answers

Number	Answers
1	A
2	A
3	B
4	A
5	A
6	D
7	C
8	C
9	A
10	A
11	C
12	C
13	D
14	B
15	A
16	B
17	B
18	B
19	D
20	B
21	B
22	D
23	D
24	D
25	B
26	A
27	A
28	C
29	A
30	A
31	C
32	D
33	B
34	A
35	C
36	B
37	A
38	D
39	D
40	C

41	B
42	A
43	B
44	D
45	A
46	C
47	C
48	B
49	C
50	A

Practice Test F- Listening Comprehension

(Part A) Script

1.

(woman)

How often do the buses run?

(man)

Every half hour on weekdays, but I'm not sure about weekends.

There's a schedule on the corner by the bus stop.

(narrator)

What does the man imply?

2.

(man)

It's really nice of you to visit me when I'm so miserable with the flu.

I'm sure I'd feel much better if I just had some of my mom's homemade chicken soup.

(woman)

That will be hard to come by, but a cup of hot tea might help.

(narrator)

What will the woman probably do next?

3.

(man)

I still have some things to pack before we leave.

(woman)

We're supposed to be at the airport in half an hour, so you'd better get a move on.

(narrator)

What does the woman mean?

4.

(man)

Maybe one night next week we could get together for dinner?

How about Monday?

(woman)

I have two classes on Monday and Wednesday, one class on Thursday, and I work Monday to Friday. Maybe next month during vacation.

(narrator)

What does the woman mean?

5.

(woman)

Did you bring home the seeds for the vegetable garden?

(man)

The nursery was closed when I got there.

(narrator)

What did the man do?

6.
(woman) We're offering quite a few programs this fall, feel free to call any time and talk to the nurse.
(man) Maybe I'll do that. There are some things I'd like to know about the weight reduction program you're offering.
(narrator) What does the man imply?

7.
(woman) Excuse me. An egg fell out of the carton and broke on the floor.
(man) Thanks for telling me. I'll take care of it before someone slips on it.
(narrator) What is the man going to do?

8.
(man) I tell you, I'm not sure how much longer I can keep waking up for these early morning classes.
(woman) Well, you've never been an early riser. Maybe you should remember that when you choose your classes for next semester.
(narrator) What does the woman suggest the man do?

9.
(woman) You're the manager? Look, the strap on this suitcase broke the first time I used it. I'd like to get my money back, or at least store credit.
(man) I've sold hundreds of these suitcases, and this is the first time anything's happened. Why don't you try another?
(narrator) What does the man want to do for the woman?

10.
(man) You know I'm on your side, Alice, and even I think you're overreacting.
(woman) Well, that's your opinion, isn't it?
(narrator) What does the woman mean?

11.
(woman) Do you have change for a fifty-dollar bill?
(man) A fifty-dollar bill! I hardly have fifty cents!
(narrator) What does the man mean?

12.

(woman) I think you've been working too hard. You should take a vacation.

(man) Tell that to this stack of papers on my desk!

(narrator) What can be inferred about the man?

13.

(man) Julia asked me to pick up the guest speaker, Bob Russell, at the airport this afternoon. Do you know what he looks like?

(woman) He stands out. He's really tall and always wears a bow tie.

(narrator) What can be inferred about the guest speaker?

14.

(woman) Whoops! Oh no! I got coffee all over your shirt. I'm so sorry.

(man) Don't worry about it. That's what dry cleaners are for.

(narrator) What does the man imply?

15.

(woman) Hey, Bill, how's it going with the new house? Are you all settled in yet?

(man) Far from it. There are boxes everywhere. I can't wait for everything to get back to normal.

(narrator) What does the man imply?

16.

(man) To major in astrophysics you need to take two semesters of physics and math as a freshman.

(woman) O.K., and I see the college bulletin suggests waiting until my second year to take astronomy.

(narrator) What can be inferred about the woman?

17.

(man) Dennis would like us to go bowling with him this weekend.

(woman) I'd love to-but not until I get this project out of the way ...and that could take weeks!

(narrator) What does the woman mean?

18.

(woman) Will you need a ride to work while your car's being repaired?

(man) Actually, I thought I'd ask Eric. He lives closer to me.

(narrator) What does the man mean?

19.

(woman)

Look at this traffic. By the time we get to the museum, we'll only have an hour to look around before it closes.

(man)

You may be right, but since we can't do anything about it, we may as well try to relax.

(narrator)

What does the man mean?

20.

(man)

Hey, Judy, will you let me know when ten minutes have passed? I'm putting the spaghetti in now.

(woman)

Sure. There's nothing worse than soggy, overcooked spaghetti.

(narrator)

What does the woman mean?

21.

(man)

I've got to do well on this research paper to pass history.

(woman)

So I guess you'll be spending the weekend in the library.

(narrator)

What does the woman imply?

22.

(man)

I have band rehearsal tonight. I guess we won't be able to go to the movies.

(woman)

Another rehearsal! Am I ever sick and tired of your rehearsals!

(narrator)

What does the woman imply?

23.

(woman)

The gym looks pretty crowded. Are there always this many people here?

(man)

It changes according to the time of day.

(narrator)

What does the man mean?

24.

(man)

Gloria is really pleased with her promotion.

(woman)

She certainly deserves it after all these years.

(narrator)

What does the woman mean?

25.

(man)

The people in this course seem really enthusiastic about it.

(woman)

Most of them do, at any rate.

(narrator)

What does the woman imply about the course?

26.

(woman)

Mike sure was surprised that he had a hard time assembling his new bike.

(man)

Well, that's to be expected with no instruction manual.

(narrator)

What does the man imply?

27.

(woman)

Have you ever used a camera like this before?

(man)

I used to have one very similar to it.

(narrator)

What does the man imply?

28.

(man)

We got a thank-you note from Nancy today. She said she's already worn the scarf we sent.

(woman)

That's great. I wasn't sure if she'd wear red.

(narrator)

What had the woman been concerned about?

29.

(woman)

This is the car you bought? I've never seen such an old jalopy!

(man)

It may not look like much, but it gets me where I'm going.

(narrator)

What does the man mean?

30.

(man)

I see you got a new book bag. You're not using that old ripped one any more.

(woman)

On top of that, I had to buy a new statistics book 'cause my old one fell out of the ripped book bag.

(narrator)

What can be inferred about the woman?

Practice Test F- Listening Comprehension

(Part B) Script

Questions 31 through 34. Listen to a conversation at a zoo.

- (woman) Let's go into the penguin house.
- (man) Great! I read that they've added a couple of emperor penguins from Antarctica.
- (woman) I was hoping to stay in the warmer section. You know, they have some penguins here from the Galapagos Islands —and that's practically on the equator.
- (man) But the emperor penguin's huge! It's a lot bigger than the Galapagos penguin —in fact, it's bigger than all the other penguins —almost four feet high.
- (woman) Imagine a bird that size flying through the air ...
- (man) Penguins don't actually fly.
- (woman) I know that. They just sort of... waddle.
- (man) They swim, too. Even though they're feathered, their wings are more like flippers —they work like paddles in the water.
- (woman) I thought they were land animals.
- (man) They lay their eggs on land. They make their nests in these enormous colonies called rookeries. See, the emperor penguin has this interesting nesting habit. The female bird leaves the ocean at the beginning of autumn. She lays an egg on the ice and then immediately returns to the water.
- (woman) What happens to the egg?
- (man) The male rolls it onto his feet and then covers it with the lower part of his belly.
- (woman) Then what?
- (man) For two whole months, during the worst part of the winter, he huddles together with other male penguins to keep the eggs warm.
- (woman) So the female brings him food?
- (man) No. See, the penguin can fast for up to four months. The female comes back after the chick hatches. When she does, the male goes out to sea to get food for himself and the chick.

31. Why does the man want to visit the penguin house?

32. What is unique about the emperor penguin?

33. What does the man say about the wings of the penguin?

34. What does the male emperor penguin do after the female lays an egg?

Questions 35 through 38. Listen to two friends talk about a magazine article.

- (woman) Mark really needs to see this article in Psychology Weekly,
(man) Why? What's it on?
(woman) Reasons for negative behavior patterns —like procrastination, habitual lateness ...
(man) You're right. That's Mark. He's never on time. So what does it say?
(woman) That people who are always late often do it for a reason —either conscious or unconscious. It could be an expression of anger and resentment —or a way of resisting authority. It could even be anxiety.
(man) Well, I don't know. In Mark's case, I think it's because he wants to be noticed.
(woman) That's the next reason in the article —the need for attention. They give the example of movie stars who used to make these grand entrances.
(man) That's not really Mark's style though —he's so quiet.
(woman) What gets me is that he's late for his friends all the time —but not for other things, like work.
(man) Well... but they might deduct pay for that.
(woman) Exactly. You know, sometimes I'm tempted to tell him to come at, say, seven, and everybody else at 7:15. Then maybe we wouldn't have to wait so long.
(man) We have to try something. You know, he confessed to me one day that he was even late for his sister's wedding. She was really angry.
(woman) I remember that. He was in the wedding —so they couldn't start until he got there.
(man) Maybe you should slip that magazine under his door —anonymously. And hope he gets the message.

35. What is the main subject of the magazine article?

36. What do Mark's friends think is the reason for his problem?

37. What do the speakers say about Mark's recent behavior?

38. What solution does the woman consider?

Practice Test F- Listening Comprehension

(Part C) Script

Questions 39 through 42. Listen to a talk about food labels.

(man)

Current studies show that what goes on labels is an important consideration for manufacturers, since more than seventy percent of shoppers read food labels when considering whether to buy a product.

A recent controversy as to whether labels on prepared foods should educate or merely inform the consumer is over, and a consumer group got its way. The group had maintained that product labels should do more than simply list how many grams of nutrients a food contains. Their contention was that labels should also list the percentage of a day's total nutrients that the product will supply to the consumer, because this information is essential in planning a healthy diet.

A government agency disagreed strongly, favoring a label that merely informs the consumer, in other words, a label that only lists the contents of the product. The agency maintained that consumers could decide for themselves if the food is nutritious and is meeting their daily needs.

The consumer group, in supporting its case, had cited a survey in which shoppers were shown a food label, and were then asked if they would need more or less of a certain nutrient after eating a serving of this product. The shoppers weren't able to answer the questions easily when they were not given a specific percentage.

This study, and others helped get the new regulation passed, and now food products must have the more detailed labels.

39. What was the controversy about?

40. Why does the speaker mention that more than seventy percent of people read food labels?

41. What did the consumer group propose?

42. What did the survey of food shoppers reveal?

Questions 43 through 47. Listen to a talk being given by an airline representative at a college fair.

(woman)

Good afternoon. I'm here today to talk to you about a career with our airline. We're especially interested in recruiting people to fill openings for flight attendants.

First of all, to work as a flight attendant with us, you must be accepted into our training program—and with so many people applying, it's not easy to be selected. From the thousands of applications that we receive annually, we choose fewer than a thousand people for training. So, we require experience serving the public; and it also helps if you've earned some college credits.

Also, not everybody who gets accepted into the training program makes it through. The course meets six days a week for five weeks. The training includes extensive classroom work in such subjects as first aid and passenger psychology as well as practical training in flight procedures and meal service. A lot of our graduates say that our flight attendants develop the skills of a nurse, a headwaiter, and a public relations executive!

But, as a flight attendant myself, I can say that all of the hard work is worth it. Of course, I get to travel throughout the country, and the airline pays all of my expenses while I'm away from my base station. And, what I like best of all is that I've made friends with people from all over the country!

43. What is the purpose of the talk?
44. According to the speaker, what are applicants to the training program required to have?
45. What subject matter does the speaker mention is included in the training?
46. Why does the speaker mention headwaiters?
47. What does the speaker like most about her job?

Questions 48 through 50. Listen to part of a talk in a geology class.

(woman)

Today I want to talk about the Earth's last major climatic shift, at the end of the last ice age.

But first, let's back up a moment and review what we know about climatic change in general. First, we defined "climate" as consistent patterns of weather over significant periods of time.

In general, changes in climate occur when the energy balance of the Earth is disturbed. Solar energy enters the Earth's atmosphere as light and is radiated by the Earth's surface as heat. Land, water, and ice each affect this energy exchange differently. The system is so complex that, to date, our best computer models are only crude approximations and are not sophisticated enough to test hypotheses about the causes of climatic change.

Of course, that doesn't keep us from speculating. For instance, volcanic activity is one mechanism that might affect climatic change. When large volcanoes erupt, they disperse tons of particles into the upper atmosphere, where the particles then reflect light. Since less light is entering the system of energy exchange, the result would be a cooling of the Earth's surface.

Of course, this is just one possible mechanism of global climate change. In all probability, a complete explanation would involve several different mechanisms operating at the same time.

48. How does the speaker begin her discussion?

49. What does the speaker mean by the phrase "the energy balance of the Earth"?

50. Why do meteorologists have difficulty testing hypotheses about climatic changes?

Practice Test F – Structure

1. _____ is helping to break new ground in drug research.

(A) Computers are being used more if
(B) The increasing use of the computer
(C) If an increase in the use of the computer
(D) Computers are being used more
2. An elephant _____ vigorously when it is overheated.

(A) flapping its ears
(B) its ears flap
(C) flaps its ears
(D) ears flap it
3. Broadway musical comedy has been called _____ of the United States to modern theater.

(A) the major contribution that
(B) what is the major contribution
(C) the major contribution
(D) to the major contribution
4. _____ in 1968 as a nonprofit agency to finance the growth of noncommercial radio and television in the United States.

(A) The Corporation for Public Broadcasting established
(B) The Corporation for Public Broadcasting was established
(C) When the Corporation for Public Broadcasting was established
(D) Even though the Corporation for Public Broadcasting was established
5. Cold temperatures; short growing seasons, and heavy snows prevent _____ at high elevations.

(A) grow trees
(B) the growth of trees
(C) trees are growing
(D) and growth of trees
6. Usually, the more skilled an athlete _____ the more effortless the athlete's movements appear to be.

(A) what is
(B) that is
(C) that it is
(D) is
7. Trilobites, a group of spineless animals, flourished in the oceans for several hundred million years _____ some 200 million years ago.

(A) until they became extinct
(B) and their extinction
(C) that were extinct
(D) because their extinction
8. Recent engineering developments have made _____ to recycle plastic soda bottles into polyester fabric.

(A) possible, and
(B) it is possible
(C) the possible
(D) it possible

9. _____, bottle-nosed dolphins become talented performers at many aquariums.

- (A) When to train
- (B) Are training
- (C) When trained
- (D) To train them

10. The art of the 1970's was characterized by diversity and by the independence of artists _____ main affinities were more often sociopolitical than stylistic.

- (A) whose
- (B) that
- (C) they have
- (D) of which

11. Flower oils are _____ of the ingredients used in making perfume.

- (A) among expensive
- (B) among the most expensive
- (C) being most expensive
- (D) expensive

12. A quilt that looks ordinary _____ may become a work of abstract art when it is hung on a white wall.

- (A) lying on a bed
- (B) lies on a bed
- (C) to be lying on a bed
- (D) to lie on a bed

13. _____, the hummingbird gets its name from the sound that its wings make during flight.

- (A) Has a brilliant color
- (B) The brilliant color
- (C) Which is brilliantly colored
- (D) Brilliantly colored

14. Except for the Sun, all stars are too far from the Earth for their distances _____ in miles or kilometers.

- (A) to be conveniently measured
- (B) which conveniently measured
- (C) to measure conveniently
- (D) conveniently measured

15. Many technological innovations, such as the telephone, _____ the result of sudden bursts of inspiration in fact were preceded by many inconclusive efforts.

- (A) whose appearance
- (B) that appear to be
- (C) and appear to be
- (D) are appearing

16. Corporations, companies owned by much stockholders rather than by a single proprietor, began to play an important economic role in the late nineteenth century.
17. Diamonds have the unique ability to allow the passage of neither infrared and visible light.
18. Gilbert Newton Lewis, a chemist, helped to develop the modern electron theory of valence, a theory what explains the forces holding atoms together in molecules.
19. The first women governor in United States history was Nellie Tayloe Ross, who was elected governor of Wyoming in 1925.
20. Because of a high birthrate and considerable immigration, the United States population in the late nineteenth century increased tremendously into 31 million in 1860 to 76 million in 1900.
21. In laboratory experiments, an investigator often begins by work out different conditions for two groups of subjects.
22. In Florida, when the temperature drops below freezing, citrus growers keep young tree warm by constantly showering them with water.
23. The pitch of a musical instrument is defined as the relative highness or low of the sound it produces.
24. The delicious of chocolate depends not only on the quality of the cacao but also on a complex process of grinding, heating, and blending.

25. Scientists have found that occasional exposure to bright light can be help a person get used to working the night shift.
26. Rocks have forming, wearing away and re-forming ever since the Earth took shape.
27. For most of their history, especially since the 1860's, New York City has been undergoing major ethnic population changes.
28. The dramatic first-floor gallery of the New Britain Museum of American Art is devoted to Thomas Benton's series of five oversized mural.
29. Although color is a minor factor in soil composition, it is excellent characteristic by which to distinguish different soil layers.
30. Eagles are predatory birds that have large, heavy, hooked bills and strong, sharp claws called as "talons."
31. Cotton is one of the most popular fiber used to make clothes.
32. Turreted mansions decorated with elaborate wooden ornamentation became a mark of wealthy and elegance in the United States in the late nineteenth century.
33. Most of our ideas of what ancient people looked and dressed come from the works of Renaissance artists.

34. Plants require much less moist in cold weather than in warm weather.
35. All nations may have to make fundamental changes in their economic, political, and the technological institutions if they are to preserve the environment.
36. Massachusetts was first explored in the late sixteenth and early seventeenth centuries, and the first permanent settlement at Plymouth in 1620.
37. Sarah Vaughan had a voice like a perfect instrument, and it was an instrument that she knew how to use it with the utmost skill.
38. During early nineteenth century, the building of canals and railroads strengthened the state of Indiana's links with the eastern United States.
39. Maryland, even though a southern state, remained loyalty to the Union during the Civil War.
40. A monsoon is an enormous cycle of air set in motion by differences temperature over land and sea.

Practice Test F – Answers

Number	Answer
1	B
2	C
3	C
4	B
5	B
6	D
7	A
8	D
9	C
10	A
11	B
12	A
13	D
14	A
15	B
16	B
17	C
18	C
19	A
20	D
21	B
22	C
23	C
24	A
25	B
26	A
27	A
28	D
29	C
30	D
31	C
32	D
33	A
34	C
35	C
36	D
37	C
38	A
39	C
40	C

Practice Test F – Reading

Questions 1 – 10

The growth of cities, the construction of hundreds of new factories, and the spread of railroads in the United States before 1850 had increased the need for better illumination. But the lighting in American homes had improved very little over that of ancient times.

Line Through the colonial period, homes were lit with tallow candles or with a lamp of the
(5) kind used in ancient Rome—a dish of fish oil or other animal or vegetable oil in which a twisted rag served as a wick. Some people used lard, but they had to heat charcoal underneath to keep it soft and burnable. The sperm whale provided a superior burning oil, but this was expensive. In 1830 a new substance called "camphene" was patented, and it
(10) proved to be an excellent illuminant. But while camphene gave a bright light it too remained expensive, had an unpleasant odor, and also was dangerously explosive.

Between 1830 and 1850 it seemed that the only hope for cheaper illumination in the United States was in the wider use of gas. In the 1840's American gas manufacturers adopted improved British techniques for producing illuminating gas from coal. But the expense of piping gas to the consumer remained so high that until midcentury gaslighting
(15) was feasible only in urban areas, and only for public buildings or for the wealthy.

In 1854 a Canadian doctor, Abraham Gesner, patented a process for distilling a pitchlike mineral found in New Brunswick and Nova Scotia that produced illuminating gas and an oil that he called "kerosene" (from "keros," the Greek word for wax, and "ene" because it resembled camphene). Kerosene, though cheaper than camphene, had an
(20) unpleasant odor, and Gesner never made his fortune from it. But Gesner had aroused a new hope for making an illuminating oil from a product coming out of North American mines.

1. Which of the following is NOT mentioned as a reason why better lighting had become necessary by the mid-nineteenth century?
(A) Development of railroads
(B) Demand for better medical facilities
(C) Increases in the number of new factories
(D) Growth of cities
2. The phrase "served as" in line 6 is closest in meaning to
(A) differed from
(B) functioned as
(C) rested upon
(D) reacted to
3. The word "this" in line 8 refers to
(A) lard
(B) charcoal
(C) wick
(D) oil
4. Which of the following is NOT mentioned as a disadvantage of camphene?
(A) High cost
(B) Bad smell
(C) Potential to explode
(D) Greasy texture

5. What can be inferred about the illuminating gas described in the second paragraph?
- (A) It was first developed in the United States.
 - (B) It was not allowed to be used in public buildings.
 - (C) It was not widely available until midcentury.
 - (D) It had an unpleasant smell.
6. The word "resembled" in line 19 is closest in meaning to
- (A) was similar to
 - (B) cost the same as
 - (C) was made from
 - (D) sounded like
7. According to the passage, what advantage did the kerosene patented by Gesner have over camphene?
- (A) Kerosene had a more pleasant smell.
 - (B) Kerosene was less expensive.
 - (C) Kerosene burned more brightly.
 - (D) Kerosene was safer to use.
8. The word "it" in line 20 refers to
- (A) fortune
 - (B) odor
 - (C) camphene
 - (D) kerosene
9. Which of the following best describes the organization of the passage?
- (A) A description of events in chronological order
 - (B) A comparison of two events
 - (C) The statement of a theory and possible explanations
 - (D) An analysis of scientific findings
10. Where in the passage does the author mention the origin of a word?
- (A) Lines 4-6
 - (B) Lines 7-8
 - (C) Lines 12-13
 - (D) Lines 16-19

Questions 11 – 21

The penny press, which emerged in the United States during the 18-30's, was a powerful agent of mass communication. These newspapers were little dailies, generally four pages in length, written for the mass taste. They differed from the staid, formal presentation of the conservative press, with its emphasis on political and literary topics.

Line (5) The new papers were brief and cheap, emphasizing sensational reports of police courts and juicy scandals as well as human interest stories. Twentieth-century journalism was already foreshadowed in the penny press of the 1830's.

The *New York Sun*, founded in 1833, was the first successful penny paper, and it was followed two years later by the *New York Herald*, published by James Gordon Bennett.

(10) Not long after, Horace Greeley issued the *New York Tribune*, which was destined to become the most influential paper in America. Greeley gave space to the issues that deeply touched the American people before the Civil War —abolitionism, temperance, free homesteads, Utopian cooperative settlements, and the problems of labor. The weekly edition of the *Tribune*, with 100,000 subscribers, had a remarkable influence in

(15) rural areas, especially in Western communities.

Americans were reputed to be the most avid readers of periodicals in the world. An English observer enviously calculated that, in 1829, the number of newspapers circulated in Great Britain was enough to reach only one out of every thirty-six inhabitants weekly; Pennsylvania in that same year had a newspaper circulation which reached one out of

(20) every four inhabitants weekly. Statistics seemed to justify the common belief that Americans were devoted to periodicals. Newspapers in the United States increased from 1,200 in 1833 to 3,000 by the early 1860' s, on the eve of the Civil War. This far exceeded the number and circulation of newspapers in England and France.

11. What is the author's main point in the first paragraph?

- (A) The penny press was modeled on earlier papers.
- (B) The press in the nineteenth century reached only a small proportion of the population.
- (C) The penny press became an important way of disseminating information in the first half of the nineteenth century.
- (D) The penny press focused mainly on analysis of politics.

12. What does the author mean by the statement in lines 6-7 that twentieth-century journalism was foreshadowed by the penny press?

- (A) The penny press darkened the reputation of news writing.
- (B) Twentieth-century journalism is more important than nineteenth-century journalism.
- (C) Penny-press news reporting was more accurate than that in twentieth-century newspapers.
- (D) Modern news coverage is similar to that done by the penny press.

13. Which of the following would LEAST likely be in a penny-press paper?
- (A) A report of theft of union funds by company officials
 - (B) An article about a little girl returning a large amount of money she found in the street
 - (C) A scholarly analysis of an economic issue of national importance
 - (D) A story about land being given away in the West
14. The word "it" in line 8 refers to
- (A) the New York Sun
 - (B) the New York Herald
 - (C) America
 - (D) the Civil War
15. Who was Horace Greeley (line 10)?
- (A) The publisher of the first penny-press paper to make a profit
 - (B) The founder of the penny-press paper that did the most to influence the thinking of the public
 - (C) The most successful writer for the penny press
 - (D) The man who took over James Gordon Bennett's penny-press paper and made it successful
16. The word "remarkable" in line 14 is closest in meaning to
- (A) significant
 - (B) discussable
 - (C) remote
 - (D) uneven
17. The word "avid" in line 16 is closest in meaning to
- (A) intelligent
 - (B) eager
 - (C) critical
 - (D) thrifty
18. The figures concerning newspaper circulation in Pennsylvania in 1829 are relevant because they
- (A) explain why so many different periodicals were published
 - (B) prove that weekly periodicals were more successful than daily papers
 - (C) show the difference between reading habits before and after the Civil War
 - (D) support the belief that Americans were enthusiastic readers of periodicals
19. The word "justify" in line 20 is closest in meaning to
- (A) generate
 - (B) calculate
 - (C) modify
 - (D) prove
20. The third paragraph is developed primarily by means of
- (A) descriptions
 - (B) contrasts
 - (C) ordering events in time sequence
 - (D) analysis of a process
21. It can be inferred that penny-press newspapers were all of the following EXCEPT
- (A) inexpensive
 - (B) informal
 - (C) profitable
 - (D) thorough

Questions 22 – 34

Broad-tailed hummingbirds often nest in quaking aspens, slender deciduous trees with smooth, gray-green bark found in the Colorado Rockies of the western United States. After flying some 2,000 kilometers north from where they have wintered in Mexico, the hummingbirds need six weeks to build a nest, incubate their eggs, and raise the chicks. A second nest is feasible only if the first fails early in the season. Quality, not quantity, is what counts in hummingbird reproduction.

A nest on the lowest intact branch of an aspen will give a hummingbird a good view, a clear flight path, and protection for her young. Male hummingbirds claim feeding territories in open meadows where, from late May through June, they mate with females coming to feed but take no part in nesting. Thus when the hen is away to feed, the nest is unguarded. While the smooth bark of the aspen trunk generally offers a poor grip for the claws of a hungry squirrel or weasel, aerial attacks, from a hawk, owl, or gray jay, are more likely.

The choice of where to build the nest is based not only on the branch itself but also on what hangs over it. A crooked deformity in the nest branch, a second, unusually close branch overhead, or proximity to part of a trunk bowed by a past ice storm are features that provide shelter and make for an attractive nest site. Scarcely larger than a halved golf ball, the nest is painstakingly constructed of spiderwebs and plant down, decorated and camouflaged outside with paper-like bits of aspen bark held together with more strands of spider silk. By early June it will hold two pea-sized eggs, which each weigh one-seventh of the mother's weight, and in sixteen to nineteen days, two chicks.

22. What aspect of broad-tailed hummingbird behavior does the passage mainly discuss?
(A) Migration routes
(B) Mating habits
(C) Caring for the young
(D) Selection of nest sites

23. According to the passage, in what circumstances do hummingbirds build a second nest?
(A) If the winter is unusually warm
(B) If the chicks in the first nest hatch early
(C) If there is an unusually large supply of food
(D) If the eggs are destroyed early in the season

24. The word "counts" in line 6 is closest in meaning to
(A) weighs
(B) estimates
(C) matters
(D) numbers

25. The word "clear" in line 8 is closest in meaning to
(A) bright
(B) exact
(C) unobstructed
(D) transparent

26. The word "they" in line 9 refers to
- (A) male hummingbirds
 - (B) territories
 - (C) meadows
 - (D) females
27. According to the passage, which of the following is true of the male broad-tailed hummingbird?
- (A) It finds food for the female and the chicks.
 - (B) It protects the nest while the female searches for food.
 - (C) It is not involved in caring for the chicks.
 - (D) It shares nesting duties equally with the female.
28. It can be inferred from the passage that the broad-tailed hummingbirds' eggs and chicks are most vulnerable to attacks by
- (A) insects
 - (B) humans
 - (C) birds
 - (D) squirrels
29. Which of the following would be a good location for a broad-tailed hummingbird to build its nest?
- (A) A branch near the top of a tree
 - (B) The longest branch of a tree
 - (C) A thick branch
 - (D) A protected branch
30. The word "Scarcely" in line 17 is closest in meaning to
- (A) obviously
 - (B) barely
 - (C) consistently
 - (D) needlessly
31. Which of the following was NOT mentioned in the passage as a nest-building material of the broad-tailed hummingbird?
- (A) Paper
 - (B) Plant down
 - (C) Spiderwebs
 - (D) Tree bark

32. The author compares the size of the broad-tailed hummingbird's nest to
- (A) a pea
 - (B) a golf ball
 - (C) a spiderweb
 - (D) an egg
33. According to the passage, how long does it take for broad-tailed hummingbird eggs to hatch?
- (A) Less than a week
 - (B) Two to three weeks
 - (C) One month
 - (D) More than six weeks

34. Where in the passage does the author mention the number of eggs generally found in the nests of broad-tailed hummingbirds?
- (A) Line 5
 - (B) Lines 10-11
 - (C) Lines 15-17
 - (D) Lines 20-22

Questions 35 – 40

The ice sheet that blanketed much of North America during the last glaciation was in the areas of maximum accumulation more than a mile thick. Everywhere the glacier lay, its work is evident today. Valleys were scooped out and rounded by the moving ice; peaks were scraped clean. Huge quantities of rock were torn from the northern lands and carried south. Long, high east-west ridges of this eroded debris were deposited by the ice at its melting southern margin. Furthermore, the weight of the huge mass of ice depressed the crust of the Earth in some parts of Canada by over a thousand feet. The crust is still rebounding from that depression.

In North America, perhaps the most conspicuous features of the postglacial landscape are the Great Lakes on the border between the United States and Canada. No other large freshwater body lies at such favorable latitudes. The history of the making of these lakes is long and complex.

As the continental ice sheet pushed down from its primary centers of accumulation in Canada, it moved forward in lobes of ice that followed the existing lowlands. Before the coming of the ice, the basins of the present Great Lakes were simply the lowest-lying regions of a gently undulating plain. The moving tongues of ice scoured and deepened these lowlands as the glacier made its way toward its eventual terminus near the present Ohio and Missouri rivers.

About 16,000 years ago the ice sheet stood for a long time with its edge just to the south of the present great Lakes. Erosional debris carried by the moving ice was dumped at the melting southern edge of the glacier and built up long ridges called terminal moraines. When the ice began to melt back from this position about 14,000 years ago, meltwater collected behind the dams formed by the moraines. The crust behind the moraines was still depressed from the weight of the ice it had borne, and this too helped create the Great Lakes. The first of these lakes drained southward across Illinois and Indiana, along the channels of the present Illinois and Wabash rivers.

35. With what topic is the passage primarily concerned?
- (A) The formation of the Great Lakes
 - (B) How geographical structures develop
 - (C) Damage done by the last ice age
 - (D) How the last ice age developed

36. The glaciers discussed in this passage traveled
- (A) north to south
 - (B) south to north
 - (C) east to west
 - (D) west to east

37. The word "its" in line 6 refers to

- (A) margin
- (B) ice
- (C) rock
- (D) valley

38. According to the passage, the weight of the ice had its greatest direct effect upon the continent's

- (A) crust
- (B) plain
- (C) rivers
- (D) peaks

39. In line 11, the word "lies" could best be replaced by which of the following?

- (A) reclines
- (B) is located
- (C) originates
- (D) expands

40. According to the passage, at the time of glacial movement the basins of the present Great Lakes were

- (A) low-lying
- (B) small
- (C) hilly
- (D) flat

Questions 41 – 50

Line In the two decades between 1929 and 1949, sculpture in the United States sustained
(5) what was probably the greatest expansion in sheer technique to occur in many centuries. There was, first of all, the incorporation of welding into sculptural practice, with the result that it was possible to form a new kind of metal object. For sculptors working with metal, earlier restricted to the dense solidity of the bronze cast, it was possible to add a type of work assembled from paper-thin metal sheets or sinuously curved rods. Sculpture could take the form of a linear, two-dimensional frame and still remain physically self-supporting. Along with the innovation of welding came a correlative departure: freestanding sculpture that was shockingly flat.

(10) Yet another technical expansion of the options for sculpture appeared in the guise of motion. The individual parts of a sculpture were no longer understood as necessarily fixed in relation to one another, but could be made to change position within a work constructed as a moving object. Motorizing the sculpture was only one of many possibilities taken up in the 1930's. Other strategies for getting the work to move involved structuring it in such
(15) a way that external forces, like air movements or the touch of a viewer, could initiate motion. Movement brought with it a new attitude toward the issue of sculptural unity: a work might be made of widely diverse and even discordant elements; their formal unity would be achieved through the arc of a particular motion completing itself through time.

(20) Like the use of welding and movement, the third of these major technical expansions to develop in the 1930's and 1940's addressed the issues of sculptural materials and sculptural unity. But its medium for doing so was the found object, an item not intended for use in a piece of artwork, such as a newspaper or metal pipe. To create a sculpture by assembling parts that had been fabricated originally for a quite different context did not necessarily involve a new technology. But it did mean a change in sculptural practice, for
(25) it raised the possibility that making sculpture might involve more a conceptual shift than a physical transformation of the material from which it is composed.

41. The word "innovation" in line 8 is closest in meaning to
- (A) limitation
 - (B) important concept
 - (C) use
 - (D) new idea

42. It could be inferred that between 1929 and 1949 sculptors changed in what way?
- (A) They depended less on patrons to finance their work.
 - (B) They were less imaginative in their designs.
 - (C) They exhibited sculpture more often outside than in galleries.
 - (D) They used a wider variety of materials and techniques.

43. It can be inferred that which of the following happened when sculptors began to use welding as a technique?
- (A) Some sculpture became lighter and thinner.
 - (B) Sculpture became more expensive to create.
 - (C) Sculptors took more time to complete their work.
 - (D) Sculpture became more ornate.
44. The word "initiate" in line 16 is closest in meaning to
- (A) cause
 - (B) alter
 - (C) hinder
 - (D) prolong
45. The word "it" in line 16 refers to
- (A) viewer
 - (B) movement
 - (C) attitude
 - (D) issue
46. According to the passage, how did the use of motion affect sculpture?
- (A) It caused the old materials to be discarded.
 - (B) It required sculptors to collaborate with engineers.
 - (C) It changed the concept of sculptural unity.
 - (D) It forced sculptors to weld all parts permanently.
47. The word "diverse" in line 17 is closest in meaning to
- (A) dissimilar
 - (B) unappealing
 - (C) unreliable
 - (D) distinctive
48. What is the main idea of the third paragraph?
- (A) Found objects make unattractive sculptures.
 - (B) Sculptors looked for found objects in garbage cans.
 - (C) The use of found objects changed the way sculpture is created.
 - (D) Sculptors who used found objects enjoyed great success.
49. The word "fabricated" in line 24 is closest in meaning to
- (A) enlarged
 - (B) made
 - (C) ordered
 - (D) revealed
50. Which of the following was NOT a new technique developed during this period?
- (A) Creating sculptures that move
 - (B) Welding metal pieces together
 - (C) Including found objects in sculpture
 - (D) Making a bronze cast

Practice Test F– Answers

Number	Answer
1	B
2	B
3	D
4	D
5	C
6	A
7	B
8	D
9	A
10	D
11	C
12	C
13	D
14	C
15	A
16	B
17	B
18	D
19	D
20	B
21	D
22	D
23	D
24	C
25	C
26	A
27	C
28	C
29	D
30	B
31	A
32	B
33	B
34	D
35	A
36	A
37	A
38	B
39	A
40	B

41	A
42	D
43	A
44	A
45	B
46	C
47	A
48	C
49	B
50	D



Unit **E**

Test of Written English (TWE)

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The information and practice questions presented in this unit are also useful in preparing to write the essay for the computer-based TOEFL test. Please see the *TOEFL Sampler* included in the *Test Preparation Kit* to understand some of the differences between the TWE® test and the essay part of the computer-based test.



About the Essay Test

The Test of Written English (TWE) is an essay test that gives you an opportunity to demonstrate your skill at performing writing tasks similar to those required of students in North American universities. These include the ability to generate and organize ideas on paper, to support those ideas with examples or evidence, and to compose in standard written English a response to an essay question or topic. Because the TWE test is intended to measure composition skills rather than reading comprehension skills, topics are brief and easy to read. The topics are designed to be fair and appropriate for international students and require no specialized knowledge of any given subject matter. They are not based on other reading material.

TWE is given with the paper-based TOEFL test on selected dates. (Check the *Information Bulletin* for the TWE test schedule in your area.) You will be given one topic on which to write an essay.

After a test administration, all the essays are read by qualified raters who assign scores based on a six-point scale. Your essay is read and evaluated by at least two readers working independently. The score you receive is the average of the scores assigned to the essay by the readers. Sample essays at the six score levels are printed on pages 376-384. They illustrate kinds of writing that are typical of each score level.

The Test of Written English score is not incorporated into the total TOEFL score. Instead, a separate TWE score is reported on the TOEFL score report.

Your TWE score can assist the institutions you are applying to. An evaluation of writing proficiency can help them place students in the appropriate study programs.



Directions for Taking TWE

- Find a quiet location where you can work **without interruption**.
- Have two sharpened black lead pencils, an eraser, and several sheets of lined composition paper at your desk or table.
- Plan to use 30 minutes for **each** practice essay topic you work on.

Tips on Writing an Essay

- Immediately after you read the essay question, think about it before you start to write. Making a brief outline or some notes on a separate piece of paper may help you to organize your essay. (On the actual TWE test, you will be allowed to make notes on the colored sheet that you receive.)
- For this practice exercise, use a two-sided sheet of lined paper. (You will be provided with paper on the day of the test.) Start writing your essay on the first line of the sheet. Use the other side if you need more space. Use only these two sides. On the day of the test, extra paper will NOT be provided. How well you write is much more important than how much you write, but to cover the topic adequately, you will probably want to write more than one paragraph.
- Write neatly and legibly. You will not be graded on the neatness of your handwriting, but the raters who evaluate your essay must be able to read your handwriting.
- Do NOT skip lines. Do NOT write in very large letters or leave large margins.
- Check your work. Allow a few minutes before the 30 minutes have ended to read over your essay and make changes.

When you are ready to work:

- Check your watch or clock. Start timing yourself for 30 minutes.
- Read carefully “Topic 1” on page 374; then begin.
- At the end of 30 minutes, stop working on your essay. On the day of the actual test, if you continue writing after 30 minutes, it will be considered cheating.



Practice Essay Questions

Topic 1

Some people believe that newspapers are the best source of news. Other people think that the news is presented better on radio or television. Which of these sources of news do you prefer? Use specific examples to support your choice.

Topic 2

After they complete their university studies, some students live in their hometowns. Others live in different towns or cities. Which do you think is better — living in your hometown or living in a different town or city? Give reasons for your answer.

Topic 3

There are many kinds of pollution. What can you do to help reduce *one* kind of pollution in your community? Use examples and specific details to explain your answer.

Topic 4

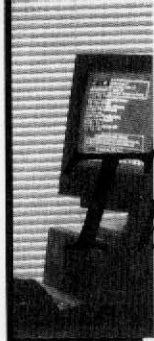
Some people prefer to change jobs or professions during their careers. Others choose to stay in the same job or profession. Discuss the advantages of each choice. Which choice do you prefer? Use reasons and examples to explain your choice.

Topic 5

Do you agree or disagree with the following statement?

*People should always show their strong emotions
(such as excitement, anger, or joy).*

Use specific reasons and details to support your answer.



The Scoring Process

Each TWE essay is scored by two independent readers. The TWE score is reported on a scale of 1 to 6. A score between two points on the scale (5.5, 4.5, 3.5, 2.5, 1.5) can also be reported. The TWE score will be reported on your TOEFL score report, but it will not affect your total TOEFL test score.

It will be useful for you to understand in more detail how the TWE readers will evaluate your essay. Readers will judge your paper on how you present your ideas as well as on your use of language. Samples of essays written for **Essay Topic 1** at each of the TWE score levels appear on pages 376-384.

Look through the descriptions of the TWE scores given to these sample essays.

- The descriptions for score points 4, 5, and 6 all refer to how well you respond to the task you are given in the TWE essay question. Be sure to read the essay question carefully. Do your best to write about what the essay question asks for.
- Your essay will also be judged on organization. If your paper is well organized, a TWE reader will be able to read from the beginning to the end of your essay without becoming confused.
- A term you will see in the scoring guide is “development.” Development is the amount and kinds of support (examples, details, reasons) that you present in your essay. Development is not simply the number of words you write. The same ideas may be communicated in different numbers of words depending on your skill with vocabulary and sentence structure. Try to cover the topic as well as you can within your abilities.
- Readers of your essay will judge how well your details, examples, and reasons support or illustrate the points you are making.
- Your essay will also be judged on your use of language. Naturally the readers will notice grammatical errors and the number of errors in your paper. However, your essay score will also be affected by whether the errors make your meaning difficult to understand. TWE readers will also judge the variety, effectiveness, and appropriateness of the sentence structures and vocabulary you use in your essay.



Sample Essays for Topic 1

TWE Score 6

6 Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.

A paper in this category

- effectively addresses the writing task
- is well organized and well developed
- uses clearly appropriate details to support a thesis or illustrate ideas
- displays consistent facility in the use of language
- demonstrates syntactic variety and appropriate word choice

Newspapers have been giving us information about people and the world we live in way before radio or television was invented. It has satisfied our curiosity about the events that happen halfway across the world and also about the latest things in our neighborhood. With the advent of radio and especially televised news, the question is whether newspapers have outgrown their usefulness or not.

Since I have been raised on radio and television, my answer to that question may be biased. I would most certainly prefer live televised news rather than read "old" stories in the newspaper. One very good example is the recent Gulf war between Iraq and the United States of America and its allies. I found myself glued in front of the TV watching CNN give the latest on the war. By the time the newspapers came out, a new development had already begun. What is the use of newspapers if the news they print is already old? Have they

5 Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors.

A paper in this category

- may address some parts of the task more effectively than others
- is generally well organized and developed
- uses details to support a thesis or illustrate an idea
- displays facility in the use of language
- demonstrates some syntactic variety and range of vocabulary

When you ask me which of the news sources I prefer, I must answer both! But I get most of my news from radio and TV. It depends on what you want from the news. If it is fast information, radio is definitely to prefer, since they, in Sweden anyway, tell us news at least once an hour. And they often repeat them every hour, so that you remember them. One advantage that television have, is the pictures. One do remember more, when there is pictures together with the reporter's voice. And it catches your mind much easier. The television reporter always looks so serious, and it makes you trust them, and believe in what they tell you. The advantage of newspaper is that they have more detailed information. And it is possible for you to read them as slow (or quick) as you want to. And you can also skip the news that you are not interested in. That was the advantages that the different news sources have. One bad thing about radio is that if sometime is to quick. They can tell you "There has been a military cup in USSR", and no more! And you just sit there and wonder: what? Can't you tell me more? And television can use their advantage, the pictures.

4

Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.

A paper in this category

- addresses the writing topic adequately but may slight parts of the task
- is adequately organized and developed
- uses some details to support a thesis or illustrate an idea
- demonstrates adequate but possibly inconsistent facility with syntax and usage
- may contain some errors that occasionally obscure meaning

I think all of our sources of news are very good. Brazil reproduces the news in a good way. In my opinion, the best information we have is on television, because beside of listening, we can see the news. The news usually is the same on radio, television and newspapers.

On the other hand, if you carry a newspaper, you can read it when you have enough time, for example, at the bus, train, subway and bathroom. In my case, it is impossible, because I feel bad, and unfortunately I don't have time to watch television.

I don't like to listen news on radio. I think that when I am listening something on radio, music or news for example, I am always doing another thing. So, I don't pay attention on news.

Every night, when I arrive at home, I ask my family to tell me what happened during the day in our country. And then,

3

Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both.

A paper in this category may reveal one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support or illustrate generalizations
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and/or usage

TELEVISION IS THE BEST SOURCE OF NEWS.

News is very important for every body who wants to know developing of political, economic, social, art, and other news.

To present news, we have to choose what kind of tool that can bring the news to the audiences clearly, and very interestingly. Therefore we can keep the audiences listening, and watching news.

Television is the best source of news because it can present news lively, clearly, and charmingly. By the new technology, television can show news fastly, colorfully, and exactly where the news is occurred. For instance: the news of war.

By television we can see where the war is exactly happened, how the situation is there, what kind of people who involve in this war. If we get the news from newspapers or radio we will miss how the situation happened and we do not found the picture of the war.

By above explanation, I prefer television is the best news.

2

Suggests incompetence in writing.

A paper in this category is seriously flawed by one or more of the following weaknesses:

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage
- serious problems with focus

I think The Newspapers have good opinions than radio and T.V. When someone have accidents, Journalise via to accidant place, and than they need heard to correct reasons of accidents, what's more They will origanization, detail true opinions for NewsPapers. However, Usually radio and T.V Workers made big essay for accidents. It is due to people's heart, but That have many not true, so First, most people watch T.V. or listening radio of News Second, They read News-paper. Newspapers have more detail effect. so my thinking is The Newspapers are the best source of News than radio, or T.V.

1**Demonstrates incompetence in writing.****A paper in this category**

- may be incoherent
- may be undeveloped
- may contain severe and persistent writing errors

I prefer better on television. I don't listen on the radio. When something special event happen, at once special event I know. Father and sister in my family listen on the radio. I think that a lot of people almost don't listen to the news on the radio. Recently, war happened. I knew on television that war happened.



Test of Written English

Read the following directions **before** taking the test:

1. The TWE essay question is printed on the following page of this book. You should use **30 minutes** to plan, write, and make any necessary changes to your essay.
2. Read the topic carefully. You may want to read it more than once to be sure you understand what you are asked to write about.
3. Think before you write. Making notes may help you to organize your essay. Below the essay topic is a space marked **NOTES**. You may use this area to outline your essay or make notes.
4. Write only on the topic printed on the next page. (On the day of the test, if you write on a topic other than the one given, your essay will not be scored.) Write clearly and precisely. How well you write is much more important than how much you write, but to cover the topic adequately, you may want to write more than one paragraph.
5. Write your essay on lined composition paper. Check your work. Allow a few minutes **before** time has ended to read over your essay and make any changes.
6. At the end of 30 minutes, stop writing and put your pencil down. (**On the day of the test, if you continue to write, it will be considered cheating.**) Restart the recording.

Set your clock or watch for 30 minutes.

Now turn the page and begin.



TWE® Essay Question

Form: TWE88

Read and think about the following statement:

People always learn from their mistakes.

Do you agree or disagree? Why? Use reasons and specific examples to explain your answer.

• Notes •

Use this space for essay notes only. On the day of the test, work done on the worksheet will not be scored.

Write the complete final version of your essay on lined composition paper.


► **At the end of 30 minutes, put your pencil down and restart the recording.**



Unit **F**

Scoring Information

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TOEFL Score Comparison Table	394
Acceptable Scores	394



Scoring the Practice Tests

Use the answer keys on pages 299 (Test A), 311 (Test B), 323 (Test C), 335 (Test D), 347 (Test E), and page 359 (Test F) to determine which questions you answered correctly. For each test, count the number of your correct answers in each section and write the number in the appropriate box below.

	Test A	Test B	Test C
Section 1			
Section 2			
Section 3			

	Test D	Test E	Test F
Section 1			
Section 2			
Section 3			

The number of correct answers for each section is your “number-right” score for that section. A number-right score is not the same as a reported TOEFL score. Paper-based test scores for Section 1 (Listening Comprehension) and Section 2 (Structure and Written Expression) range from 31 to 68, while the scores for Section 3 (Reading Comprehension) range from 31 to 67. The TOTAL paper-based test score is reported on a scale that ranges from 310 to 677. For each unique edition of the TOEFL test, statistical procedures are used to convert the number-right score for each section to a “scaled” converted score. This process, called score equating, is carried out for each edition of TOEFL to permit comparison of scaled scores for any one edition with scaled scores from other editions regardless of the level of difficulty of the editions. As a result of these equating methods, a total score of 550, for example, on one edition of the test represents the same level of English language proficiency as a score of 550 on another edition.

When you have written your number-right scores for all sections in the boxes, look at the “converted score” charts on pages 391-393. For these charts, a unique table was developed for each section of each practice test, as is done for each TOEFL test, to convert number-right scores to scaled scores. The first column of each chart gives ranges of number-right scores. The second, third, and fourth columns give ranges of converted scores. The ranges provided in these charts are intended only to provide approximate indicators of language proficiency and are never used in the scoring of an actual administration.

In the column marked "Number-Right Score Range" for each practice test, 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	Test C
Section 1			
Section 2			
Section 3			
	Test D	Test E	Test F
Section 1			
Section 2			
Section 3			

When you have entered your ranges of converted scores for all three sections in the boxes, add the first or lower number of each of the three section score ranges together. Do the same for the last or higher number. This will give the converted score ranges for the three sections for each practice test. Follow the example on page 390 to calculate your total (converted) score range for each test.

Remember, people perform differently at different times and in different situations. It is possible that if you take TOEFL at a regular test center, your scores will fall within the range of scores you earned on these practice tests, but they may also be higher or lower. This is because you have taken the practice tests under different conditions than those at an actual test center. It is also because the scores reported for the TOEFL test, or for *any* test, cannot be perfectly precise. An individual's scores can vary, just by chance, from one administration of the test to another, even when there is no change in the examinee's "true" ability.

The index that is commonly used to describe the degree of precision in a measurement is the "standard error of measurement." In the case of the TOEFL total score, the standard error of measurement is approximately 14. This means that if your "true" ability on the test is, for example, 560, the chances are about two out of three that your observed total score is somewhere between 546 and 574 (560 plus or minus 14).

Example of Score Calculation

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

Converted Score Ranges

Section 1	Section 2	Section 3
27-29	30-32	39-41
48-49	55-57	56-57

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

$$48 + 55 + 56 = 159$$

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

$$49 + 57 + 57 = 163$$

The range of the sum of the converted scores for the three sections is 159-163.

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

$$159 \times 10/3 = 530.00 = 530$$

$$163 \times 10/3 = 543.33 = 543$$

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

The total (converted) score range is 530-543.

Practice Test A - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68	68-72	65-67
45-47	61-63	65-67	61-63
42-44	58-60	62-70	58-60
39-41	55-57	59-61	56-57
36-38	53-55	63-68	54-55
33-35	51-52	59-61	52-53
30-32	49-51	55-57	50-52
27-29	48-49	52-54	49-50
24-26	46-47	50-51	47-48
21-23	45-46	47-49	44-46
18-20	43-44	44-46	41-43
15-17	40-42	41-43	37-40
12-14	36-39	37-40	31-36
9-11	32-34	31-35	31
0-8	31	31	31

Practice Test B - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68	68-72	67
45-47	60-62	65-67	62-65
42-44	57-59	62-70	59-61
39-41	55-57	59-61	57-58
36-38	53-54	63-68	55-56
33-35	51-52	58-61	53-54
30-32	50-51	55-57	51-52
27-29	48-49	52-54	49-50
24-26	46-47	49-51	47-48
21-23	44-46	46-48	44-46
18-20	42-44	44-45	42-43
15-17	40-42	41-43	38-40
12-14	36-39	37-40	33-37
9-11	32-34	31-36	31
0-8	31	31	31

Practice Test C - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	65-68	65-68	65-67
45-47	60-63	60-63	61-64
42-44	57-59	57-59	59-60
39-41	55-56	55-56	56-58
36-38	53-54	62-68	55-56
33-35	51-52	58-61	53-54
30-32	49-50	55-57	51-52
27-29	48-49	52-54	49-51
24-26	46-47	49-51	48-49
21-23	44-45	46-48	45-47
18-20	42-44	44-45	42-44
15-17	39-41	41-43	38-41
12-14	35-38	38-40	31-36
9-11	32-33	34-37	31
0-8	31	31-32	31

Practice Test D - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68	64-68	66-67
45-47	60-62	60-62	62-64
42-44	57-59	57-59	59-61
39-41	55-56	55-56	56-58
36-38	53-54	62-68	54-56
33-35	51-52	58-60	52-54
30-32	49-50	55-57	50-52
27-29	48-49	52-54	48-50
24-26	46-47	50-52	46-47
21-23	44-46	47-49	43-45
18-20	42-44	45-46	41-43
15-17	39-42	42-44	38-40
12-14	34-38	38-41	33-36
9-11	31-33	32-37	31
0-8	31	31	31

Practice Test E - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-49	64-68		65-67
45-47	60-63		61-63
42-44	58-60		58-60
39-41	56-57		56-57
36-38	54-55	62-68	54-55
33-35	52-53	58-61	52-53
30-32	50-51	55-57	50-52
27-29	48-49	52-54	49-50
24-26	47-48	50-51	46-48
21-23	45-46	47-49	44-46
18-20	42-44	44-46	41-43
15-17	39-42	40-43	36-39
12-14	34-38	35-39	31-34
9-11	31-33	27-32	31
0-8	31	31	31

Practice Test F - Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68		65-67
45-47	61-63		61-63
42-44	58-60		58-60
39-41	56-57		56-58
36-38	54-55	63-68	55-56
33-35	52-53	59-61	53-54
30-32	50-51	56-58	51-53
27-29	49-50	53-55	50-51
24-26	47-48	51-52	48-49
21-23	45-46	48-50	46-47
18-20	43-45	45-47	43-45
15-17	41-42	42-44	40-42
12-14	37-40	38-41	35-39
9-11	32-34	31-37	31
0-8	31	31	31

The table below shows the distribution of scores earned by examinees who took the TOEFL test between July 1996 and June 1997. You may wish to compare your score ranges on these practice tests with the scores of those examinees. Remember, you did not take the tests under standard conditions and the scores you earn if you take TOEFL at a test center may be higher or lower than the scores you earned on these tests.

TOEFL SCORE COMPARISON TABLE							
(based on the scores of 785,341 examinees who took the test from July 1997 through June 1998)							
TOTAL SCORE		SECTION SCORES					
		Section 1		Section 2		Section 3	
Your Score	Percentile Rank*	Your Score	Percentile Rank*	Your Score	Percentile Rank*	Your Score	Percentile Rank*
660	99	66	98	66	96	66	98
640	96	64	95	64	92	64	94
620	91	62	91	62	87	62	88
600	85	60	85	60	81	60	81
580	76	58	77	58	71	58	72
560	65	56	68	56	61	56	61
540	53	54	57	54	51	54	49
520	41	52	46	52	42	52	38
500	30	50	35	50	33	50	28
480	21	48	25	48	25	48	20
460	14	46	17	46	18	46	14
440	9	44	10	44	12	44	9
420	5	42	6	42	7	42	6
400	3	40	3	40	5	40	4
380	1	38	2	38	3	38	3
360	1	36	1	36	2	36	2
340		34	1	34	1	34	1
320		32		32	1	32	1

* Percentage of examinees scoring below, plus one-half of the percentage of examinees who achieved, the score.

Acceptable Scores

Each institution that requires TOEFL test scores of applicants determines for itself what scores, or ranges of scores, are acceptable. These vary from institution to institution, depending on such factors as an applicant's field of study, the level of study (graduate or undergraduate), whether he or she will be a teaching assistant, and whether the institution offers special courses in English as a foreign or second language. In general, a total score of 600 or above is considered excellent. A score below 400 is regarded as weak. However, an acceptable TOEFL test score depends entirely on the requirements of the institution to which the applicant has applied. There is no specific passing or failing score for the TOEFL test.



Unit **G**

On the Day of the Actual TOEFL Test

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Important Note

The directions in Unit G apply only to the **paper-based test**. If you will be taking the **computerized** form of the TOEFL test, please see the *TOEFL Sampler* included in the *Test Preparation Kit*. Also read the *TOEFL Information Bulletin for Computer-Based Testing Administrations*.





What to Take to the Test Center

You **cannot** register to take the paper-based TOEFL test at the test center. Only properly registered individuals will be admitted to the test center.

When you go to the test center you must have:

- **Admission Ticket.** Your admission ticket will be mailed to you before the day of the test. Read the directions and complete the ticket.
- **Photo File Record.** With your admission ticket you will also receive a Photo File Record. You must sign it and attach a **recent** — taken within six months of the test date — photograph of yourself showing your face and shoulders. It must show you as you will look on the day of the test — for example, with the same hairstyle, with or without a beard. (You must not be wearing a hat or cap that makes it difficult to see your face clearly.) The photograph should be clear enough so there is no doubt about your identity. Trim your photograph so that it is **no larger** than 5×5 cm and **no smaller** than 3×3 cm. It **cannot** be larger than the designated space on the Photo File Record.

The photograph you attach to the Photo File Record will be scanned and printed on your copy of the Examinee's Score Record. Your photograph may also be printed on the Official Score Report mailed to the colleges or universities you are applying to for admission. (In the event of a cheating or impersonation case, your photograph and signature will be made available to the appropriate law enforcement agencies.)

■ **TOEFL® PHOTO FILE RECORD** *Read the directions on the back of this form.* ■


You must present this form to the supervisor at the test center. You will not be admitted to the testing room unless you have signed the form and attached a recent photograph of yourself.

TICKET NUMBER	REGISTRATION NUMBER	TEST DATE MONTH	YEAR	CENTER NUMBER	SEX
0009	4837224	11	97	L 340	F
NAME				DATE OF BIRTH	
SALVAN KIM TORRES				2/20/75	

YOUR SIGNATURE Kim Torres (Salvan)

NAME OF COUNTRY ISSUING PASSPORT OR IDENTIFICATION Philippines

NUMBER ON IDENTIFICATION DOCUMENT TS 2176239



- **Official Identification.** The identification you will be required to take to the test center, usually a passport or a letter of identity, will be printed on your admission ticket. Read the **Information Bulletin** for complete information. Your identification will be checked before you are admitted to the test center and again at the end of the test.
- **Pencils.** Take at least two sharpened, medium-soft (#2 or HB) black lead pencils and an eraser.
- **Watch.** You may take a watch. However, watch alarms, including those with flashing lights or alarm sounds, are not permitted.
- **Lunch.** Luncheon facilities may not always be available at a test center. Therefore, you may wish to take your lunch. However, you will not be permitted to eat or drink in the testing room.



Test Center Procedures

The same procedures are followed at all test centers to make sure that everyone has equal testing time.

- You will be assigned a seat by the test center staff. You may not select your own seat.
- There is no scheduled rest break during the test.

You may be dismissed from the testing room or have your scores canceled if you fail to follow any of the testing regulations and instructions given by the test supervisor. The TOEFL office will not score the answer sheet and will not refund the test fee of anyone who is reported by a test center supervisor for doing any of the following:

- attempting to take a test book or answer sheet from the testing room. Test materials are the property of the TOEFL office. Legal action may be taken against a test taker who removes and/or reproduces any test materials.
- attempting to take the test for someone else.
- giving or receiving assistance during the test.
- reading or working on one section of the test during the time allowed for another or continuing to work after time is called.
- failing to follow instructions given by the test center supervisor.



Important Things to Know

If you believe you should not be required to take the TOEFL test, write directly to the institution(s) to which you are applying. Do NOT write to the TOEFL office.

- Register for the test early. Some centers fill up very quickly.
- Select a test administration that is given at least eight weeks before the deadline date by which you are required to have your score report delivered to the college or university of your choice. This usually provides enough mailing time for scores to reach the institution and to be considered with your application for admission.
- Always use the same form of your name. Do not change the spelling, and do not change the order of your names. The form of your name you use on your TOEFL registration form and answer sheet must be the same as on the official identification document you will use on the day of the test.
- You will NOT be sent a receipt for your test payment. The admission ticket mailed to you before the test date will be your receipt.
- Report to the test center no later than the time printed on your admission ticket.

Under policies established by Educational Testing Service, you must take the required identification document(s), to the test center on the day of the test (see the *Information Bulletin*). The supervisor will NOT admit you to the testing room without the proper document(s).

- Score reports will be sent to you and to colleges and universities you designate approximately one month after you take the test.
- Test scores more than two years old cannot be verified or reported to you or to institutions. If you have TOEFL test scores that are more than two years old, you will have to register for and take the test again in order to have official score reports mailed to colleges and universities.