

TOEFL iBT Test 4

READING

This section measures your ability to understand academic passages in English.

There are three passages in the section. Give yourself 20 minutes to read each passage and answer the questions about it. The entire section will take 60 minutes to complete.

You may look back at a passage when answering the questions. You can skip questions and go back to them later as long as there is time remaining.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

POPULATION AND CLIMATE

The human population on Earth has grown to the point that it is having an effect on Earth's atmosphere and ecosystems. Burning of fossil fuels, deforestation, urbanization, cultivation of rice and cattle, and the manufacture of chlorofluorocarbons (CFCs) for propellants and refrigerants are increasing the concentration of carbon dioxide, methane, nitrogen oxides, sulphur oxides, dust, and CFCs in the atmosphere. About 70 percent of the Sun's energy passes through the atmosphere and strikes Earth's surface. This radiation heats the surface of the land and ocean, and these surfaces then reradiate infrared radiation back into space. This allows Earth to avoid heating up too much. However, not all of the infrared radiation makes it into space; some is absorbed by gases in the atmosphere and is reradiated back to Earth's surface. A greenhouse gas is one that absorbs infrared radiation and then reradiates some of this radiation back to Earth. Carbon dioxide, CFCs, methane, and nitrogen oxides are greenhouse gases. The natural greenhouse effect of our atmosphere is well established. In fact, without greenhouse gases in the atmosphere, scientists calculate that Earth would be about 33°C cooler than it currently is.

The current concentration of carbon dioxide in the atmosphere is about 360 parts per million. Human activities are having a major influence on atmospheric carbon dioxide concentrations, which are rising so fast that current predictions are that atmospheric concentrations of carbon dioxide will double in the next 50 to 100 years. The Intergovernmental Panel on Climate Change (IPCC) report in 1992, which represents a consensus of most atmospheric scientists, predicts that a doubling of carbon dioxide concentration would raise global temperatures anywhere between 1.4°C and 4.5°C. The IPCC report issued in 2001 raised the temperature prediction almost twofold. The suggested rise in temperature is greater than the changes that occurred in the past between ice ages. The increase in temperatures would not be uniform, with the smallest changes at the equator and changes two or three times as great at the poles. The local effects of these global changes are difficult to predict, but it is generally agreed that they may include alterations in ocean currents, increased winter flooding in some areas of the Northern Hemisphere, a higher incidence of summer drought in some areas, and rising sea levels, which may flood low-lying countries.

Scientists are actively investigating the feedback mechanism within the physical, chemical, and biological components of Earth's climate system in order to make accurate predictions of the effects the rise in greenhouse gases will have on future global climates. Global circulation models are important tools in this process. These models incorporate current knowledge on atmospheric circulation patterns, ocean currents, the effect of landmasses, and the like to predict climate under changed conditions. There are several models, and all show agreement on a global scale. For example, all models show substantial changes in climate when carbon dioxide concentration is doubled. However, there are significant differences in the regional climates predicted by different models. Most models project greater temperature increases in

mid-latitude regions and in mid-continental regions relative to the global average. Additionally, changes in precipitation patterns are predicted, with decreases in mid-latitude regions and increased rainfall in some tropical areas. Finally, most models predict that there will be increased occurrences of extreme events, such as extended periods without rain (drought), extreme heat waves, greater seasonal variation in temperatures, and increases in the frequency and magnitude of severe storms. Plants and animals have strong responses to virtually every aspect of these projected global changes.

The challenge of predicting organismal responses to global climate change is difficult. Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life.

The relative roles that abiotic and biotic factors play in the distribution of organisms is especially important now, when the world is confronted with the consequences of a growing human population. Changes in climate, land use, and habitat destruction are currently causing dramatic decreases in biodiversity throughout the world. An understanding of climate-organism relationships is essential to efforts to preserve and manage Earth's biodiversity.

Directions: Now answer the questions.

The human population on Earth has grown to the point that it is having an effect on Earth's atmosphere and ecosystems. Burning of fossil fuels, deforestation, urbanization, cultivation of rice and cattle, and the manufacture of chlorofluorocarbons (CFCs) for propellants and refrigerants are increasing the concentration of carbon dioxide, methane, nitrogen oxides, sulphur oxides, dust, and CFCs in the atmosphere. About 70 percent of the Sun's energy passes through the atmosphere and strikes Earth's surface. This radiation heats the surface of the land and ocean, and these surfaces then reradiate infrared radiation back into space. This allows Earth to avoid heating up too much. However, not all of the infrared radiation **makes it** into space; some is absorbed by gases in the atmosphere and is reradiated back to Earth's surface. A greenhouse gas is one that absorbs infrared radiation and then reradiates some of this radiation back to Earth. Carbon dioxide, CFCs, methane, and nitrogen oxides are greenhouse gases. The natural greenhouse effect of our atmosphere is well established. In fact, without greenhouse gases in the atmosphere, scientists calculate that Earth would be about 33°C cooler than it currently is.

PARAGRAPH
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- The phrase "**makes it**" in the passage is closest in meaning to
 - is reflected
 - collects
 - arrives
 - blends

2. It can be inferred from paragraph 1 that one positive aspect of greenhouse gases is that they
- Ⓐ absorb 70 percent of the Sun's energy
 - Ⓑ can be rapidly replenished in the atmosphere
 - Ⓒ remove pollutants from ecosystems
 - Ⓓ help keep Earth warm

PARAGRAPH 2

The current concentration of carbon dioxide in the atmosphere is about 360 parts per million. Human activities are having a major influence on atmospheric carbon dioxide concentrations, which are rising so fast that current predictions are that atmospheric concentrations of carbon dioxide will double in the next 50 to 100 years. The Intergovernmental Panel on Climate Change (IPCC) report in 1992, which represents a consensus of most atmospheric scientists, predicts that a doubling of carbon dioxide concentration would raise global temperatures anywhere between 1.4°C and 4.5°C. The IPCC report issued in 2001 raised the temperature prediction almost twofold. The suggested rise in temperature is greater than the changes that occurred in the past between ice ages. The increase in temperatures would not be uniform, with the smallest changes at the equator and changes two or three times as great at the poles. The local effects of these global changes are difficult to predict, but it is generally agreed that they may include alterations in ocean currents, increased winter flooding in some areas of the Northern Hemisphere, a higher incidence of summer drought in some areas, and rising sea levels, which may flood low-lying countries.

3. According to paragraph 2, what can be said about the effects of global changes?
- Ⓐ The local plants and animals will be permanently damaged.
 - Ⓑ It is hard to know exactly what form the local effects will take.
 - Ⓒ Seawater levels will fall around the world.
 - Ⓓ The effects will not occur in some regions of the world.
4. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- Ⓐ The rapid rise of carbon dioxide concentrations can be attributed largely to the actions of humans.
 - Ⓑ Predictions about atmospheric concentrations of carbon dioxide indicate that the influence of human activities will double soon.
 - Ⓒ In the next 50 to 100 years, human activities will no longer have an influence on atmospheric carbon dioxide concentrations.
 - Ⓓ Human activities can influence current predictions about atmospheric conditions.
5. The word "consensus" in the passage is closest in meaning to
- Ⓐ publication
 - Ⓑ debate
 - Ⓒ collection
 - Ⓓ agreement

Scientists are actively investigating the feedback mechanism within the physical, chemical, and biological components of Earth's climate system in order to make accurate predictions of the effects the rise in greenhouse gases will have on future global climates. Global circulation models are important tools in this process. These models incorporate current knowledge on atmospheric circulation patterns, ocean currents, the effect of landmasses, and the like to predict climate under changed conditions. There are several models, and all show agreement on a global scale. For example, all models show substantial changes in climate when carbon dioxide concentration is doubled. However, there are significant differences in the regional climates predicted by different models. Most models project greater temperature increases in mid-latitude regions and in mid-continental regions relative to the global average. Additionally, changes in precipitation patterns are predicted, with decreases in mid-latitude regions and increased rainfall in some tropical areas. Finally, most models predict that there will be increased occurrences of extreme events, such as extended periods without rain (drought), extreme heat waves, greater seasonal variation in temperatures, and increases in the frequency and magnitude of severe storms. Plants and animals have strong responses to virtually every aspect of these projected global changes.

6. The phrase "this process" refers to
- Ⓐ the interaction between physical and biological components of Earth's climate system
 - Ⓑ the increase of greenhouse gases in the atmosphere
 - Ⓒ predicting future global climate
 - Ⓓ global circulation models
7. According to paragraph 3, rainfall amounts are predicted to decrease in what parts of the world?
- Ⓐ In mid-latitude regions
 - Ⓑ In tropical areas
 - Ⓒ In mid-continental regions
 - Ⓓ At the poles
8. The word "incorporate" in the passage is closest in meaning to
- Ⓐ describe
 - Ⓑ include
 - Ⓒ expand
 - Ⓓ present
9. The word "virtually" in the passage is closest in meaning to
- Ⓐ nearly
 - Ⓑ presumably
 - Ⓒ usually
 - Ⓓ visually

10. According to paragraph 3, climate models predict that all of the following events will occur with the increase in greenhouse gases EXCEPT
- (A) greater seasonal temperature changes
 - (B) prolonged heat waves
 - (C) increased diversity of plants and animals
 - (D) longer dry periods

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The relative roles that abiotic and biotic factors play in the distribution of organisms is especially important now, when the world is confronted with the consequences of a growing human population. Changes in climate, land use, and habitat destruction are currently causing dramatic decreases in biodiversity throughout the world. An understanding of climate-organism relationships is essential to efforts to preserve and manage Earth's biodiversity.

11. The author's main purpose in paragraph 5 is to
- (A) explain the process of studying organism responses to climate change
 - (B) stress the importance of learning how climate affects plants and animals
 - (C) illustrate an important point about factors affecting biodiversity
 - (D) examine current research practices on the distribution of organisms on Earth

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The human population on Earth has grown to the point that it is having an effect on Earth's atmosphere and ecosystems. Burning of fossil fuels, deforestation, urbanization, cultivation of rice and cattle, and the manufacture of chlorofluorocarbons (CFCs) for propellants and refrigerants are increasing the concentration of carbon dioxide, methane, nitrogen oxides, sulphur oxides, dust, and CFCs in the atmosphere. About 70 percent of the Sun's energy passes through the atmosphere and strikes Earth's surface. This radiation heats the surface of the land and ocean, and these surfaces then reradiate infrared radiation back into space. This allows Earth to avoid heating up too much. However, not all of the infrared radiation makes it into space; some is absorbed by gases in the atmosphere and is reradiated back to Earth's surface. A **greenhouse gas** is one that absorbs infrared radiation and then reradiates some of this radiation back to Earth. Carbon dioxide, CFCs, methane, and nitrogen oxides are greenhouse gases. The natural greenhouse effect of our atmosphere is well established. In fact, without greenhouse gases in the atmosphere, scientists calculate that Earth would be about 33°C cooler than it currently is.

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between ice ages. The increase in temperatures would not be uniform, with the smallest changes at the equator and changes two or three times as great at the poles. The local effects of these global changes are difficult to predict, but it is generally agreed that they may include alterations in ocean currents, increased winter flooding in some areas of the Northern Hemisphere, a higher incidence of summer drought in some areas, and rising sea levels, which may flood low-lying countries.

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12. Look at the terms "greenhouse gas," "atmospheric circulation patterns," "global scale," and "biotic factors." Which of these terms is defined in the passage?
- (A) Greenhouse gas
 - (B) Atmospheric circulation patterns
 - (C) Global scale
 - (D) Biotic factors

The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■

13. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.

Where would the sentence best fit?

- (A) The challenge of predicting organismal responses to global climate change is difficult. **Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.** Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■
- (B) The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. **Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.** It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■
- (C) The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world

systems, especially ecosystems with large, freely ranging organisms.

Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past. One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■

- Ⓓ The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. **Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.**

- 14. Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Human population on Earth is affecting both the atmosphere and the ecosystems.

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Answer Choices

- Ⓐ The survival of organisms on Earth is directly related to the amount of fossil fuels that are consumed.
- Ⓑ Atmospheric carbon dioxide concentrations are rising quickly.
- Ⓒ Scientists are working on ways to make precise forecasts of how the increase of greenhouse gases will affect Earth.
- Ⓓ Scientists predict that temperature changes would be greater at the poles than at the equator.
- Ⓔ Global circulation models can be used to measure the concentrations of chlorofluorocarbons in the atmosphere.
- Ⓕ The ability to make accurate predictions about global climate presents several difficulties.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

EUROPE IN THE TWELFTH CENTURY

Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it.

Political dominance belonged to the north. Germany, France, and England had large populations and large armies that made them, in the political and military senses, the masters of western Europe. Organized by the practices known collectively as feudalism¹, these kingdoms emerged as powerful states with sophisticated machineries of government. Their kings and queens were the leading figures of the age; their castles and cathedrals stood majestically on the landscape as symbols of their might; their armies both energized and defined the age. Moreover, feudal society showed a remarkable ability to adapt to new needs by encouraging the parallel development of domestic urban life and commercial networks; in some regions of the north, in fact, feudal society may even have developed in response to the start of the trends toward bigger cities. But southern Europe took the lead in economic and cultural life. Though the leading Mediterranean states were small in size, they were considerably wealthier than their northern counterparts. The Italian city of Palermo in the twelfth century, for example, alone generated four times the commercial tax revenue of the entire kingdom of England. Southern communities also possessed urbane, multilingual cultures that made them the intellectual and artistic leaders of the age. Levels of general literacy in the south far surpassed those of the north, and the people of the south put that learning to use on a large scale. Science, mathematics, poetry, law, historical writing, religious speculation, translation, and classical studies all began to flourish; throughout most of the twelfth century, most of the continent's best brains flocked to southern Europe.

So too did a lot of the north's soldiers. One of the central themes of the political history of the twelfth century was the continual effort by the northern kingdoms to extend their control southward in the hope of tapping into the Mediterranean bonanza. The German emperors starting with Otto I (936–973), for example, struggled ceaselessly to establish their control over the cities of northern Italy, since those cities generated more revenue than all of rural Germany combined. The kings of France used every means at their disposal to push the lower border of their kingdom to the

Mediterranean shoreline. And the Normans who conquered and ruled England established outposts of Norman power in Sicily and the adjacent lands of southern Italy; the English kings also hoped or claimed at various times to be, either through money or marriage diplomacy, the rulers of several Mediterranean states. But as the northern world pressed southward, so too did some of the cultural norms and social mechanisms of the south expand northward. Over the course of the twelfth century, the feudal kingdoms witnessed a proliferation of cities modeled in large degree on those of the south. Contact with the merchants and financiers of the Mediterranean led to the development of northern industry and international trade (which helped to pay for many of the castles and cathedrals mentioned earlier). And education spread as well, culminating in the foundation of what is arguably medieval Europe's greatest invention: the university. The relationship of north and south was symbiotic, in other words, and the contrast between them was more one of differences in degree than of polar opposition.

1. feudalism: a political and economic system based on the relationship of a lord to people of lower status, who owed service and/or goods to the lord in exchange for the use of land.

Directions: Now answer the questions.

Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. The north was developed as a **rigidly** hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it.

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15. The word “**rigidly**” in the passage is closest in meaning to
- (A) extremely
 - (B) normally
 - (C) obviously
 - (D) strictly
16. According to paragraph 1, which of the following was a deciding factor in a person's place in society in northern Europe at the end of the eleventh century?
- (A) Ownership of a commercial enterprise
 - (B) Participation in social and technological changes
 - (C) Role in public life in the community
 - (D) Relationship to land through ownership or labor

17. According to paragraph 1, which of the following best characterizes the societies in European lands close to the Mediterranean Sea at the beginning of the twelfth century?
- (A) They were civic societies dominated by industry and commerce.
 - (B) They were based on individual social status.
 - (C) They had a fixed and hierarchical form of government.
 - (D) They were established on the idea of individual responsibility.

PARAGRAPH
2

Political dominance belonged to the north. Germany, France, and England had large populations and large armies that made them, in the political and military senses, the masters of western Europe. Organized by the practices known collectively as feudalism¹, these kingdoms emerged as powerful states with sophisticated machineries of government. Their kings and queens were the leading figures of the age; their castles and cathedrals stood majestically on the landscape as symbols of their might; their armies both energized and defined the age. Moreover, feudal society showed a remarkable ability to adapt to new needs by encouraging the parallel development of domestic urban life and commercial networks; in some regions of the north, in fact, feudal society may even have developed in response to the start of the trends toward bigger cities. But southern Europe took the lead in economic and cultural life. Though the leading Mediterranean states were small in size, they were considerably wealthier than their northern counterparts. The Italian city of Palermo in the twelfth century, for example, alone generated four times the commercial tax revenue of the entire kingdom of England. Southern communities also possessed urbane, multilingual cultures that made them the intellectual and artistic leaders of the age. Levels of general literacy in the south far surpassed those of the north, and the people of the south put that learning to use on a large scale. Science, mathematics, poetry, law, historical writing, religious speculation, translation, and classical studies all began to flourish; throughout most of the twelfth century, most of the continent's best brains flocked to southern Europe.

18. The word "counterparts" in the passage is closest in meaning to
- (A) associates
 - (B) equivalents
 - (C) opponents
 - (D) admirers
19. Why does the author mention the "Italian city of Palermo" in the passage?
- (A) It had a population that spoke several different languages.
 - (B) Its artists and intellectuals were famous both in the north and south.
 - (C) Its commerce made it richer than a large northern country.
 - (D) It was a relatively small and unimportant Mediterranean state.

20. The word “urbane” in the passage is closest in meaning to
- Ⓐ cultivated
 - Ⓑ famous
 - Ⓒ popular
 - Ⓓ exceptional
21. According to paragraph 2, European intellectuals moved to southern Europe during the twelfth century because southern cities
- Ⓐ needed learned people for commerce
 - Ⓑ paid educated people better than northern cities did
 - Ⓒ were flourishing centers of science, literature, and other studies
 - Ⓓ needed teachers to improve the levels of general learning
22. Which of the following best describes the organization of paragraph 2?
- Ⓐ A statement of fact followed by examples
 - Ⓑ A description followed by a contrasting description
 - Ⓒ A series of detailed comparisons
 - Ⓓ A logical argument

So too did a lot of the north’s soldiers. One of the central themes of the political history of the twelfth century was the continual effort by the northern kingdoms to extend their control southward in the hope of tapping into the Mediterranean bonanza. The German emperors starting with Otto I (936–973), for example, struggled ceaselessly to establish their control over the cities of northern Italy, since those cities generated more revenue than all of rural Germany combined. The kings of France used every means at their disposal to push the lower border of their kingdom to the Mediterranean shoreline. And the Normans who conquered and ruled England established outposts of Norman power in Sicily and the adjacent lands of southern Italy; the English kings also hoped or claimed at various times to be, either through money or marriage diplomacy, the rulers of several Mediterranean states. But as the northern world pressed southward, so too did some of the cultural norms and social mechanisms of the south expand northward. Over the course of the twelfth century, the feudal kingdoms witnessed a proliferation of cities modeled in large degree on those of the south. Contact with the merchants and financiers of the Mediterranean led to the development of northern industry and international trade (which helped to pay for many of the castles and cathedrals mentioned earlier). And education spread as well, culminating in the foundation of what is arguably medieval Europe’s greatest invention: the university. The relationship of north and south was symbiotic, in other words, and the contrast between them was more one of differences in degree than of polar opposition.

23. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 3? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) In political history, northern kingdoms tried to extend their control during the twelfth century, but the south tapped into the rich treasures it had around the Mediterranean.
 - (B) Political history demonstrates that during the twelfth century, while southern states enjoyed the Mediterranean bonanza, northern countries increased the power of their kings.
 - (C) The political history of twelfth-century Europe shows particularly that northern countries continually tried to expand their rule into the south to profit from the riches there.
 - (D) Political history shows that northern kingdoms were so influenced by the example of Mediterranean wealth that they advanced into other areas.
24. The word “proliferation” in the passage is closest in meaning to
- (A) beginning
 - (B) increase
 - (C) occupation
 - (D) construction
25. According to paragraph 3, northern Europe was influenced by the Mediterranean states in all of the following ways EXCEPT
- (A) the design of castles and cathedrals
 - (B) the spread of education
 - (C) the construction of cities
 - (D) the development of industry and trade

Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■

26. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

There was northern Europe on the one hand and southern Europe on the other.

Where would the sentence best fit?

- (A) Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. **There was northern Europe on the one hand and southern Europe on the other.** The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■
- (B) Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. **There was northern Europe on the one hand and southern Europe on the other.** In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established on a civic basis. ■ By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■
- (C) Europe in the eleventh century underwent enormous social, technological, and economic changes, but this did not create a new Europe—it created two new ones. ■ The north was developed as a rigidly hierarchical society in which status was determined, or was at least indicated, by the extent to which one owned, controlled, or labored on land; whereas the Mediterranean south developed a more fluid, and therefore more chaotic, world in which industry and commerce predominated and social status both reflected and resulted from the role that one played in the public life of the community. ■ In other words, individual identity and social community in the north were established on a personal basis, whereas in the south they were established

on a civic basis. **There was northern Europe on the one hand and southern Europe on the other.** By the start of the twelfth century, northern and southern Europe were very different places indeed, and the Europeans themselves noticed it and commented on it. ■

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27. **Directions:** Select from the seven phrases below the two phrases that correctly characterize northern Europe during the twelfth century and the three phrases that correctly characterize southern Europe. Two of the phrases will NOT be used.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Northern Europe

-
-

Southern Europe

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-
-

Answer Choices

- A Democratic social structure
- B Sophisticated culture
- C Small wealthy states
- D Famous kings and queens
- E Extensive communication systems
- F Highly literate population
- G Large military forces

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

WHAT IS A COMMUNITY?

The Black Hills forest, the prairie riparian forest, and other forests of the western United States can be separated by the distinctly different combinations of species they comprise. It is easy to distinguish between prairie riparian forest and Black Hills forest—one is a broad-leaved forest of ash and cottonwood trees, the other is a coniferous forest of ponderosa pine and white spruce trees. One has kingbirds; the other, juncos (birds with white outer tail feathers). The fact that ecological communities are, indeed, recognizable clusters of species led some early ecologists, particularly those living in the beginning of the twentieth century, to claim that communities are highly integrated, precisely balanced assemblages. This claim harkens back to even earlier arguments about the existence of a balance of nature, where every species is there for a specific purpose, like a vital part in a complex machine. Such a belief would suggest that to remove any species, whether it be plant, bird, or insect, would somehow disrupt the balance, and the habitat would begin to deteriorate. Likewise, to add a species may be equally disruptive.

One of these pioneer ecologists was Frederick Clements, who studied ecology extensively throughout the Midwest and other areas in North America. He held that within any given region of climate, ecological communities tended to slowly converge toward a single endpoint, which he called the “climatic climax.” This “climax” community was, in Clements’s mind, the most well-balanced, integrated grouping of species that could occur within that particular region. Clements even thought that the process of ecological succession—the replacement of some species by others over time—was somewhat akin to the development of an organism, from embryo to adult. Clements thought that succession represented discrete stages in the development of the community (rather like infancy, childhood, and adolescence), terminating in the climatic “adult” stage, when the community became self-reproducing and succession ceased. Clements’s view of the ecological community reflected the notion of a precise balance of nature.

Clements was challenged by another pioneer ecologist, Henry Gleason, who took the opposite view. Gleason viewed the community as largely a group of species with similar tolerances to the stresses imposed by climate and other factors typical of the region. Gleason saw the element of chance as important in influencing where species occurred. His concept of the community suggests that nature is not highly integrated. Gleason thought succession could take numerous directions, depending upon local circumstances.

Who was right? Many ecologists have made precise measurements, designed to test the assumptions of both the Clements and Gleason models. For instance, along mountain slopes, does one life zone, or habitat type, grade sharply or gradually into another? If the divisions are sharp, perhaps the reason is that the community is so well integrated, so holistic, so like Clements viewed it, that whole clusters of species must remain together. If the divisions are gradual, perhaps, as Gleason suggested,

each species is responding individually to its environment, and clusters of species are not so integrated that they must always occur together.

It now appears that Gleason was far closer to the truth than Clements. The ecological community is largely an accidental assemblage of species with similar responses to a particular climate. Green ash trees are found in association with plains cottonwood trees because both can survive well on floodplains and the competition between them is not so strong that only one can persevere. One ecological community often flows into another so gradually that it is next to impossible to say where one leaves off and the other begins. Communities are individualistic.

This is not to say that precise harmonies are not present within communities. Most flowering plants could not exist were it not for their pollinators—and vice versa. Predators, disease organisms, and competitors all influence the abundance and distribution of everything from oak trees to field mice. But if we see a precise balance of nature, it is largely an artifact of our perception, due to the illusion that nature, especially a complex system like a forest, seems so unchanging from one day to the next.

Directions: Now answer the questions.

The Black Hills forest, the prairie riparian forest, and other forests of the western United States can be separated by the distinctly different combinations of species they comprise. It is easy to distinguish between prairie riparian forest and Black Hills forest—one is a broad-leaved forest of ash and cottonwood trees, the other is a coniferous forest of ponderosa pine and white spruce trees. One has kingbirds; the other, juncos (birds with white outer tail feathers). The fact that ecological communities are, indeed, recognizable clusters of species led some early ecologists, particularly those living in the beginning of the twentieth century, to claim that communities are highly integrated, precisely balanced assemblages. This claim harkens back to even earlier arguments about the existence of a balance of nature, where every species is there for a specific purpose, like a vital part in a complex machine. Such a belief would suggest that to remove any species, whether it be plant, bird, or insect, would somehow disrupt the balance, and the habitat would begin to deteriorate. Likewise, to add a species may be equally disruptive.

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28. In paragraph 1, why does the author distinguish between prairie riparian forest and Black Hills forest?
- (A) To highlight the difference between the views of various ecologists about the nature of ecological communities
 - (B) To illustrate why some ecologists tended to view ecological communities as highly integrated
 - (C) To demonstrate that one forest has a greater variety of species than the other
 - (D) To show how these two forests differ from others in the United States

29. According to paragraph 1, what was a common claim about ecological communities before the early twentieth century?
- Ⓐ Every species in a community has a specific role in that community.
 - Ⓑ It is important to protect communities by removing certain species.
 - Ⓒ A precise balance is difficult to maintain in an ecological community.
 - Ⓓ It is necessary for new species to be added quickly as ecological communities develop.
30. The word “clusters” in the passage is closest in meaning to
- Ⓐ models
 - Ⓑ categories
 - Ⓒ examples
 - Ⓓ groups
31. According to paragraph 1, the belief in a balance of nature suggests that removing a species from an ecological community would have which of the following effects?
- Ⓐ It would reduce competition between the remaining species of the community.
 - Ⓑ It would produce a different, but equally balanced, community.
 - Ⓒ It would lead to a decline in the community.
 - Ⓓ It would cause more harm than adding a species to the community.

One of these pioneer ecologists was Frederick Clements, who studied ecology extensively throughout the Midwest and other areas in North America. He held that within any given region of climate, ecological communities tended to slowly converge toward a single endpoint, which he called the “climatic climax.” This “climax” community was, in Clements’s mind, the most well-balanced, integrated grouping of species that could occur within that particular region. Clements even thought that the process of ecological succession—the replacement of some species by others over time—was somewhat akin to the development of an organism, from embryo to adult. Clements thought that succession represented discrete stages in the development of the community (rather like infancy, childhood, and adolescence), terminating in the climatic “adult” stage, when the community became self-reproducing and succession **ceased**. Clements’s view of the ecological community reflected the notion of a precise balance of nature.

32. The word “ceased” in the passage is closest in meaning to
- Ⓐ succeeded
 - Ⓑ balanced
 - Ⓒ ended
 - Ⓓ advanced

33. Which of the following best represents the view of ecological communities associated with Frederick Clements in paragraph 2?
- Ⓐ Only when all species in a community are at the reproductive stage of development is an ecological community precisely balanced.
 - Ⓑ When an ecological community achieves “climatic climax,” it begins to decline.
 - Ⓒ All climates have similar climax communities.
 - Ⓓ Ecological communities eventually reach the maximum level of balance that is possible for their region.
34. According to paragraph 2, Clements compared the process of ecological succession to
- Ⓐ the replacement of animal habitats over time
 - Ⓑ the development of an organism
 - Ⓒ self-reproduction
 - Ⓓ changes in climate

PARAGRAPH
3

Clements was challenged by another pioneer ecologist, Henry Gleason, who took the opposite view. Gleason viewed the community as largely a group of species with similar tolerances to the stresses imposed by climate and other factors typical of the region. Gleason saw the element of chance as important in influencing where species occurred. His concept of the community suggests that nature is not highly integrated. Gleason thought succession could take numerous directions, depending upon local circumstances.

35. According to Gleason in paragraph 3, the occurrence of a species in a particular community is influenced by
- Ⓐ unpredictable events
 - Ⓑ how individualistic the species is
 - Ⓒ the number of other species present
 - Ⓓ the tolerance of other species to stresses

Who was right? Many ecologists have made precise measurements, designed to test the assumptions of both the Clements and Gleason models. For instance, along mountain slopes, does one life zone, or habitat type, grade sharply or gradually into another? If the divisions are sharp, perhaps the reason is that the community is so well integrated, so holistic, so like Clements viewed it, that whole clusters of species must remain together. If the divisions are gradual, perhaps, as Gleason suggested, each species is responding individually to its environment, and clusters of species are not so integrated that they must always occur together.

36. What did the ecologists in paragraph 4 hope to determine with their measurements?
- (A) Whether different species compete for the same environments
 - (B) Whether habitats are sharply separated or gradually flow into each other
 - (C) Whether succession differs in different types of habitats
 - (D) Whether integrated communities survive better than independent communities

It now appears that Gleason was far closer to the truth than Clements. The ecological community is largely an accidental assemblage of species with similar responses to a particular climate. Green ash trees are found in association with plains cottonwood trees because both can survive well on floodplains and the competition between them is not so strong that only one can **persevere**. One ecological community often flows into another so gradually that it is next to impossible to say where one leaves off and the other begins. Communities are individualistic.

37. In paragraph 5, why does the author mention green ash trees and plains cottonwood trees?
- (A) To support the current view about how ecological communities develop
 - (B) To provide an example of species that prefer to live on floodplains
 - (C) To provide evidence that supports the theory of Clements
 - (D) To show where one ecological community stops and the other begins
38. The word “**persevere**” in the passage is closest in meaning to
- (A) reproduce
 - (B) fail
 - (C) expand
 - (D) continue

This is not to say that precise harmonies are not present within communities. Most flowering plants could not exist were it not for their pollinators—and vice versa. Predators, disease organisms, and competitors all influence the abundance and distribution of everything from oak trees to field mice. **But if we see a precise balance of nature, it is largely an artifact of our perception, due to the illusion that nature, especially a complex system like a forest, seems so unchanging from one day to the next.**

39. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 6? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) We see nature as precisely balanced because nature is unchanging.
 - (B) A precise balance of nature is not possible because of the complexity of natural systems.
 - (C) Our sense that nature is precisely balanced results from the illusion that it is unchanging.
 - (D) Because nature is precisely balanced, complex systems do not seem to change.

■ Who was right? ■ Many ecologists have made precise measurements, designed to test the assumptions of both the Clements and Gleason models. ■ For instance, along mountain slopes, does one life zone, or habitat type, grade sharply or gradually into another? ■ If the divisions are sharp, perhaps the reason is that the community is so well integrated, so holistic, so like Clements viewed it, that whole clusters of species must remain together. If the divisions are gradual, perhaps, as Gleason suggested, each species is responding individually to its environment, and clusters of species are not so integrated that they must always occur together.

40. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

Their research has helped to decide between the two views because it has focused on questions to which Clements and Gleason would give opposing answers.

Where would the sentence best fit?

- (A) **Their research has helped to decide between the two views because it has focused on questions to which Clements and Gleason would give opposing answers.** Who was right? ■ Many ecologists have made precise measurements, designed to test the assumptions of both the Clements and Gleason models. ■ For instance, along mountain slopes, does one life zone, or habitat type, grade sharply or gradually into another? ■ If the divisions are sharp, perhaps the reason is that the community is so well integrated, so holistic, so like Clements viewed it, that whole clusters of species must remain together. If the divisions are gradual, perhaps, as Gleason suggested, each species is responding individually to its environment, and clusters of species are not so integrated that they must always occur together.

- Ⓒ ■ Who was right? **Their research has helped to decide between the two views because it has focused on questions to which Clements and Gleason would give opposing answers.** Many ecologists have made precise measurements, designed to test the assumptions of both the Clements and Gleason models. ■ For instance, along mountain slopes, does one life zone, or habitat type, grade sharply or gradually into another? ■ If the divisions are sharp, perhaps the reason is that the community is so well integrated, so holistic, so like Clements viewed it, that whole clusters of species must remain together. If the divisions are gradual, perhaps, as Gleason suggested, each species is responding individually to its environment, and clusters of species are not so integrated that they must always occur together.
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41. **Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Over time, a variety of views have been formed on the structure of ecological communities.

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Answer Choices

- A Clements held that ecological communities were like organisms that compete with each other for dominance in a particular climatic region.
- B Clements saw the community as a collection of thoroughly interdependent species progressing toward a single climax community.
- C Gleason held that within a single climatic region, differing local factors would cause ecological communities to develop in different ways.
- D Gleason believed that sharp divisions would exist between species in different habitats.
- E Today's ecologists recognize that ecological communities must be precisely and permanently balanced.
- F The current thinking is that communities are individualistic and largely accidental collections of species with similar needs and tolerances.

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LISTENING

This section measures your ability to understand conversations and lectures in English.


Listen to each conversation and lecture only one time. After each conversation and lecture, you will answer some questions about it. Answer each question based on what is stated or implied by the speakers.

You may take notes while you listen and use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions you will see this icon: . This means that you will hear, but not see, the question.

Answer each question before moving on. Do not return to previous questions.

It will take about 60 minutes to listen to the conversations and lectures and answer the questions about them.

Directions: Listen to Track 63. 



Directions: Now answer the questions.


1. Why does the man go to the computer center?
 - (A) To learn how to use the Internet
 - (B) To ask the woman where he can buy a computer
 - (C) To ask if he can get instruction on using computers
 - (D) To find out where the computer labs are located

2. How did the man probably feel when he first arrived at the computer center?
 - (A) Embarrassed about his lack of computer skills
 - (B) Excited to learn about computers
 - (C) Upset that he needs to take an expensive computer course
 - (D) Nervous about an assignment to write a paper on a computer

3. What does the woman imply about the book she bought for her father?
 - (A) It does not include instruction on word processing.
 - (B) It is not available at the campus bookstore.
 - (C) It is intended only for people with a lot of computer experience.
 - (D) It might be helpful for the man.

4. What does the woman imply about the student assistants?
 - (A) The man will not be able to work with them for long.
 - (B) They may not be good instructors for beginners.
 - (C) They are required to teach students to use the computers.
 - (D) Not all of them know about computers.

5. What will the woman do to help the man?
- Ⓐ Lend him a book on computers
 - Ⓑ Give him a list of computer courses
 - Ⓒ Give him a list of student assistants
 - Ⓓ Recommend a computer instructor

Directions: Listen to Track 64. 


Economics



Directions: Now answer the questions.

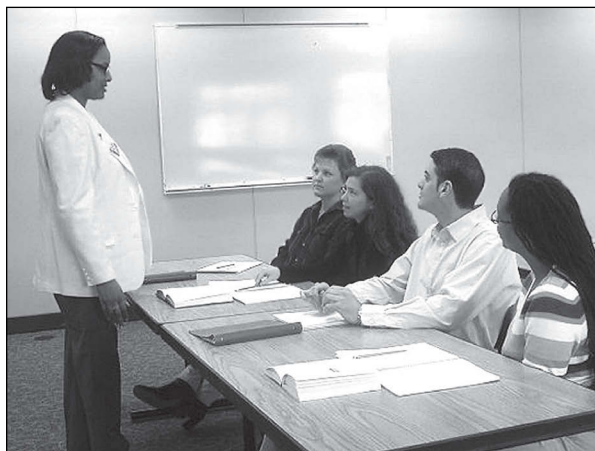
6. What is the lecture mainly about?
- (A) Ways to limit the expansion of international trade
 - (B) How restrictions on international trade can cause economic harm
 - (C) Factors that influence the distribution of exports
 - (D) Why international trade has expanded in recent years
7. According to the professor, why do many people want imports to be regulated?
- (A) To allow for price increases in domestic products
 - (B) To make the prices of exports more competitive
 - (C) To protect against domestic unemployment
 - (D) To encourage the economic growth of certain industries

8. According to the professor, what is a negative result of limiting imports?
- Ⓐ The pace of technological innovation slows down.
 - Ⓑ The number of domestic low-paying jobs decreases.
 - Ⓒ People move to areas where income is lower.
 - Ⓓ The potential income from exports is reduced.
9. What does the professor imply about the sugar industry in Florida?
- Ⓐ It is a good source of high-paying jobs.
 - Ⓑ It should not be protected from competition from imports.
 - Ⓒ It is a good example of the effect of international specialization.
 - Ⓓ It is managed cost effectively.
10. What does the professor imply about the effect of increasing imports?
- Ⓐ It will eventually result in a decrease in exports.
 - Ⓑ It is not necessarily bad for the economy.
 - Ⓒ It creates domestic economic problems that are easily solved.
 - Ⓓ Its impact on the economy is immediately apparent.
11. What is the professor's opinion of retraining and relocating unemployed people?
- Ⓐ It is more expensive over time than blocking imports.
 - Ⓑ It can sometimes have unintended consequences.
 - Ⓒ It is one possible way to adapt to an increase in imports.
 - Ⓓ It maintains the production levels of inefficient industries.



Directions: Listen to Track 65. 


Marine Biology






Directions: Now answer the questions.

12. What does the professor mainly discuss?
- Ⓐ Why some whales do not migrate
 - Ⓑ How and why baleen whales migrate
 - Ⓒ How baleen whales communicate with other whales
 - Ⓓ How different whales hunt for their food
13. According to the professor, what is a common reason for migration that does NOT apply to baleen whales?
- Ⓐ The need to avoid lower water temperatures
 - Ⓑ The need to raise young in a suitable environment
 - Ⓒ The need to find better feeding grounds
 - Ⓓ The need to find a mating partner
14. In order to prove or disprove the balancing-act theory of whale migration, what question needs to be answered?
- Ⓐ Whether or not whales have good eyesight
 - Ⓑ How long baleen whales are able to survive without food
 - Ⓒ How fast baleen whales can swim compared with other kinds of whales
 - Ⓓ Whether moving south saves whales more energy than staying north
15. According to the professor, what are the possible means used by migrating whales to find the right direction? *Choose 3 answers.*
- Ⓐ Using magnetic fields as a guide
 - Ⓑ Recognizing coastal landmarks
 - Ⓒ Following the heat of the tropical water
 - Ⓓ Listening to sounds that bounce off of the land
 - Ⓔ Following the migrating plankton
16. Listen to Track 66. 
- Ⓐ She is not an expert on what she is about to discuss.
 - Ⓑ She will discuss only what is relevant to her main point.
 - Ⓒ She thinks her students already understand her point.
 - Ⓓ She will not repeat what was discussed in previous classes.
17. Listen to Track 67. 
- Ⓐ It is not obvious how whales find their way.
 - Ⓑ Different whales have different ways of locating food.
 - Ⓒ Whales have a poor sense of orientation.
 - Ⓓ Scientists have not been able to track the whales.

Directions: Listen to Track 68. 




Directions: Now answer the questions.

18. Why does the student go to see her advisor, Professor Anderson?
- (A) She wants Professor Anderson's help with her research.
 - (B) She is responding to Professor Anderson's invitation.
 - (C) She has a complaint about another professor.
 - (D) She wants to get a letter of recommendation to law school.
19. Why does the student mention Professor Connelly's class?
- (A) She was not happy with the grade she received in the class.
 - (B) She might be able to expand the research she did in the class.
 - (C) It was the most difficult class she ever took.
 - (D) Professor Connelly took the class on a trip to Venezuela.
20. What does the student tell Professor Anderson she will do before their next meeting?
- (A) Register for Professor Connelly's class
 - (B) Begin to write her honors thesis
 - (C) Turn in her honors project to Professor Connelly
 - (D) Talk to Professor Connelly about doing an honors project
21. Listen to Track 69. 
- (A) Very few students are asked to consider writing an honors thesis.
 - (B) The woman has shown poor research skills in the past.
 - (C) An honors thesis could help the woman get into law school.
 - (D) The woman should write a proposal outlining her research skills.

22. Listen to Track 70. 

- Ⓐ She is uncertain about her ability to write an honors thesis.
- Ⓑ She does not think an honors thesis would be useful to her.
- Ⓒ She considers herself to be a good writer.
- Ⓓ She has only written one research paper before.

Directions: Listen to Track 71. 

Journalism





Directions: Now answer the questions.

23. What is the lecture mainly about?

- (A) Why some newspapers do not improve their services
- (B) What newspapers can do to increase their readership
- (C) Why local newspapers cannot compete with major newspapers
- (D) How the topics that interest readers have changed over the years

24. According to the professor, what topics are newspaper readers most interested in? *Choose 2 answers.*



- (A) Political issues
- (B) Entertainment and weather
- (C) Natural disasters and accidents
- (D) Ordinary people


25. According to the professor, how can newspapers attract readers to serious stories?

- (A) By including photos that provide background information
- (B) By making minor revisions to the content of the story
- (C) By making the format more appealing to readers
- (D) By gradually increasing the number of serious stories

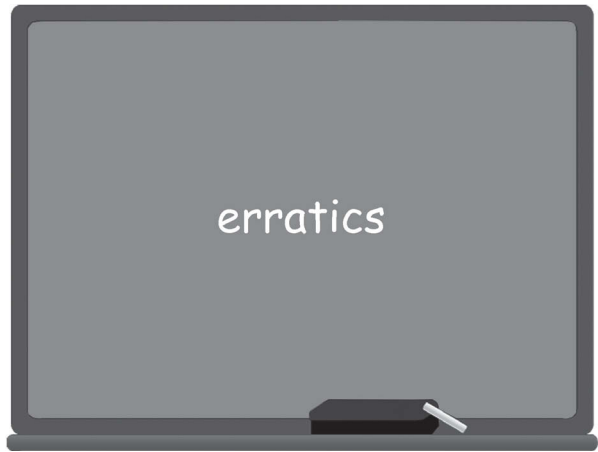
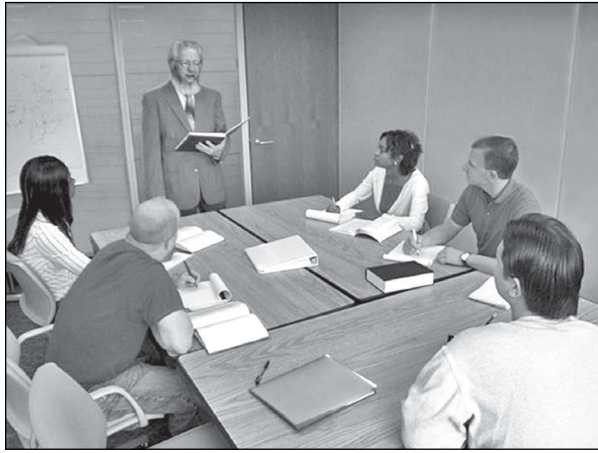
26. What does the professor imply about the use of colors in newspapers?

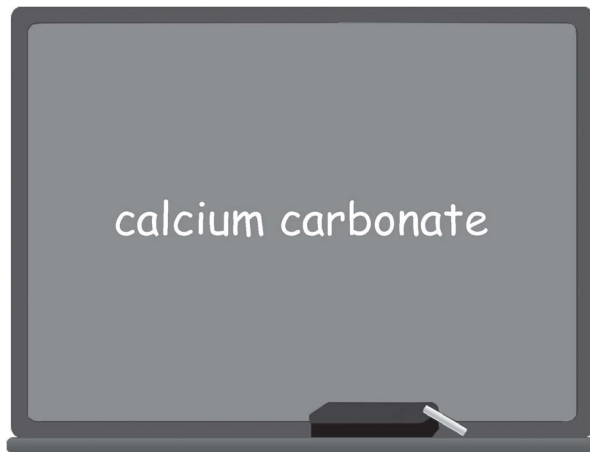
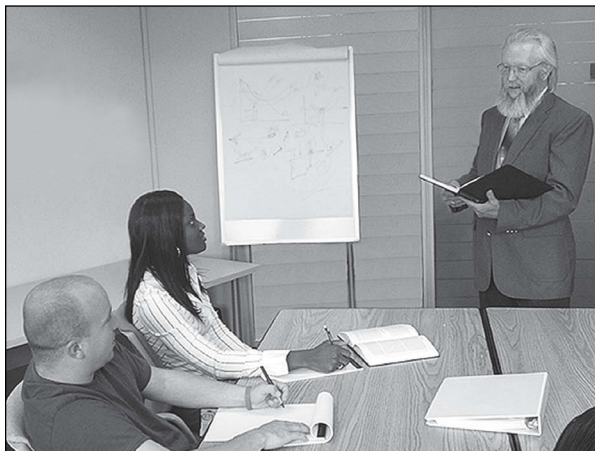
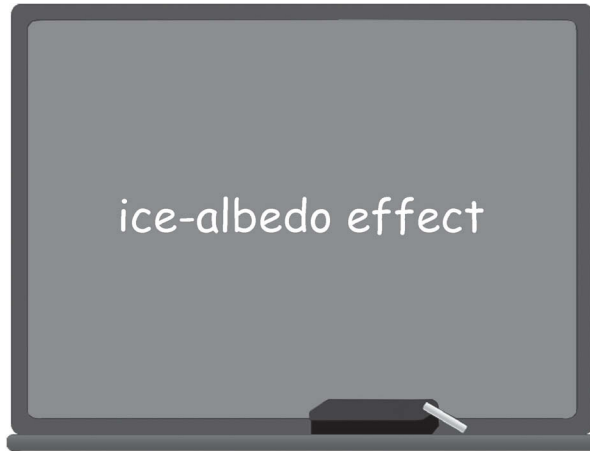
- (A) It has been greatly influenced by reader preferences.
- (B) It is more effective than early research indicated.
- (C) It has not resulted in significant increases in the number of readers.
- (D) It has been neglected in the study of journalism.

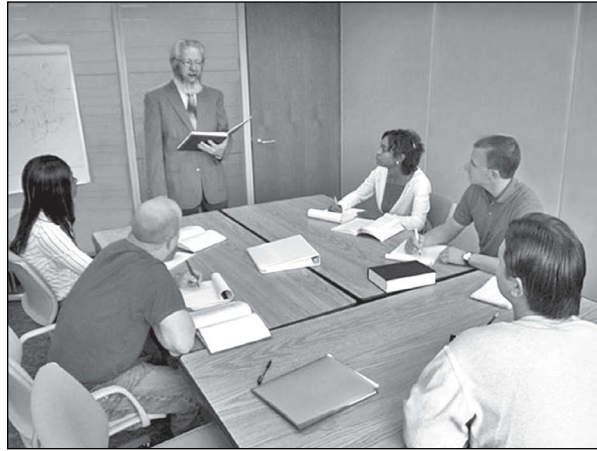
27. Listen to Track 72. 
- Ⓐ He agrees with the professor completely.
 - Ⓑ He is surprised by the professor's point of view.
 - Ⓒ He is not familiar with the topic the professor is discussing.
 - Ⓓ He can offer a solution to the problem being discussed.
28. Listen to Track 73. 
- Ⓐ He fully supports the student's statement.
 - Ⓑ His experience this morning was unexpected.
 - Ⓒ He was not affected by what happened this morning.
 - Ⓓ The student should not complain.

Directions: Listen to Track 74. 

Geology







Directions: Now answer the questions.

29. What aspect of the Earth 750 million years ago is the lecture mainly about?

- (A) The changes in locations of the continents
- (B) The effect of greenhouse gases on the atmosphere
- (C) Factors that influenced the ocean currents
- (D) Factors that contributed to a global freeze

30. According to the professor, how do geologists interpret the presence of erratics in the tropics?

- (A) It indicates that carbon-dioxide levels were once higher there.
- (B) It is evidence of global glaciation.
- (C) It indicates that the Earth may cool off at some point in the future.
- (D) It is evidence that some glaciers originated there.

31. What is the ice-albedo effect?


- (A) Global warming is balanced by carbon dioxide in the oceans.
- (B) Solar radiation retained in the atmosphere melts ice.
- (C) Large amounts of carbon dioxide are removed from the atmosphere.
- (D) Reflection of heat by glaciers contributes to their growth.

32. What is the relationship between carbon dioxide and silicate rocks?

- (A) Silicate rocks are largely composed of carbon dioxide.
- (B) Silicate rocks contribute to the creation of carbon dioxide.
- (C) The erosion of silicate rocks reduces carbon-dioxide levels in the atmosphere.
- (D) The formation of silicate rocks removes carbon dioxide from the oceans.

33. What was one feature of the Earth that contributed to the runaway freeze 750 million years ago?

- Ⓐ Carbon-dioxide levels in the oceans were low.
- Ⓑ The continents were located close to the equator.
- Ⓒ The movement of glaciers carried away large quantities of rock.
- Ⓓ The level of greenhouse gases in the atmosphere was high.

34. Listen to Track 75. 

- Ⓐ To compare an unfamiliar object to a familiar one
- Ⓑ To reveal evidence that contradicts his point
- Ⓒ To indicate uncertainty as to what deposits from glaciers look like
- Ⓓ To encourage students to examine rocks in streams


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SPEAKING

This section measures your ability to speak in English about a variety of topics.

There are six questions in this section. For each question, you will be given a short time to prepare your response. When the preparation time is up, answer the question as completely as possible in the time indicated for that question. You should record your responses so that you can review them later and compare them with the answer key and scoring rubrics.

1. You will now be asked to speak about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.


Listen to Track 76. 

Sometimes one individual can have a great impact on a group or community. Select one person and explain how you think this person has affected others in the group or community. Give specific details and examples to explain your answer.

Preparation Time: 15 seconds

Response Time: 45 seconds

2. You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.


Listen to Track 77. 

When some people visit a city or country for the first time, they prefer to take an organized tour. Other people prefer to explore new places on their own. Which do you prefer and why?

Preparation Time: 15 seconds

Response Time: 45 seconds


3. You will now read a short passage and listen to a conversation on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 78. 

Reading Time: 45 seconds

Professor Fox Accepts New Position

We are happy to announce that Professor Fox will be filling the vacant Dean of Students position. Strong organizational skills are important for this position. Professor Fox has demonstrated such skills in her role as Head of the Philosophy Department, where she has coordinated department affairs for five years. Additionally, the Dean of Students must be someone who is able to work well with students, since responsibilities include counseling and advising students who are dealing with personal problems. As our head women's soccer coach, Professor Fox has proven to be a supportive role model for team members, always offering assistance when they ask for personal guidance.


Listen to Track 79. 

The woman expresses her opinion about the change described in the article. Briefly summarize the change. Then state her opinion about the change and explain the reasons she gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds


4. You will now read a short passage and listen to a lecture on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 80. 

Reading Time: 45 seconds

Critical Period

It is generally believed that for many organisms, there is a specific time period, a so-called “window of opportunity,” during which the organism must receive crucial input from its environment in order for normal development to occur. This period is called the *critical period*. If the needed environmental input is not received during this period, the normal development of certain physical attributes or behaviors may never occur. In other words, if the organism is not provided with the needed stimulus or influence during the critical period, it may permanently lose the capacity to ever obtain a particular physical attribute or behavior.


Listen to Track 81. 

Using the examples of kittens and geese, explain the idea of a critical period.

Preparation Time: 30 seconds

Response Time: 60 seconds

5. You will now listen to part of a conversation. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 82. 




Briefly summarize the problem the speakers are discussing. Then state which of the two solutions from the conversation you would recommend. Explain the reasons for your recommendation.

Preparation Time: 20 seconds

Response Time: 60 seconds

6. You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 83. 



Using the example of the vacuum cleaner, explain when it is legally acceptable to use exaggeration in advertising and when it is not.

Preparation Time: 20 seconds

Response Time: 60 seconds

WRITING

This section measures your ability to write in English to communicate in an academic environment.

There are two writing questions in this section.

For question 1, you will read a passage and listen to a lecture about the same topic. You may take notes while you read and listen. Then you will write a response to a question based on what you have read and heard. You may look back at the passage when answering the question. You may use your notes to help you answer the question. You have 20 minutes to plan and write your response.

For question 2, you will write an essay based on your own knowledge and experience. You have 30 minutes to plan and complete your essay.

1. **Directions:** Give yourself 3 minutes to read the passage.


Reading Time: 3 minutes

Many people dream of owning their own business but are afraid of the risks. Instead of starting a new business, however, one can buy a franchise. A franchise is a license issued by a large, usually well-known, company to a small business owner. Under the license, the owner acquires the right to use the company's brand name and agrees to sell its products. In return, the franchising company receives a percent of the sales.

A major problem for first-time business owners is finding reliable suppliers of the goods and services they need: equipment, raw materials, maintenance, etc. It is easy to choose the wrong supplier, and doing so can be costly. Buying a franchise eliminates much of this problem. Most franchising companies have already found reliable suppliers, and franchise contracts typically specify which suppliers are to be used. This protects franchise owners from the risk of serious losses.


Another advantage of a franchise is that it can save a new business a lot of money on advertising. Advertising one's product to potential customers is a crucial factor in a business's success. A franchise owner, however, sells an already popular and recognized brand and also gets the benefit of sophisticated and expensive advertising paid by the parent company.

Finally, a franchise offers more security than starting an independent (nonfranchise) business. The failure rate for starting independent businesses is very high during the first few years; the failure rate for starting franchises is much lower. Finding one's own way in today's competitive business environment is difficult, and buying a franchise allows an inexperienced business owner to use a proven business model.

Listen to Track 84. 



Directions: You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Listen to Track 85. 

Response Time: 20 minutes

Summarize the points made in the lecture, being sure to explain how they challenge specific points made in the reading passage.

- 2. **Directions:** Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

Response Time: 30 minutes

Do you agree or disagree with the following statement?

People learn things better from those at their own level—such as fellow students or co-workers—than from those at a higher level, such as teachers or supervisors.

Use specific reasons and examples to support your answer.

ANSWERS

Reading Section

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

Listening Section

- | | |
|------|-------|
| 1. C | 8. D |
| 2. A | 9. B |
| 3. D | 10. B |
| 4. B | 11. C |
| 5. C | 12. B |
| 6. B | 13. C |
| 7. C | 14. D |

- | | |
|-------------|-------|
| 15. A, B, D | 25. C |
| 16. B | 26. C |
| 17. A | 27. B |
| 18. B | 28. A |
| 19. B | 29. D |
| 20. D | 30. B |
| 21. C | 31. D |
| 22. A | 32. C |
| 23. B | 33. B |
| 24. B, D | 34. A |

Speaking Section

1. There are many ways you could answer this particular question. You first need to choose one person and explain how that person has had a great impact on a group. It is important to provide an explanation for your choice beyond simply stating that the person is important or great. You should provide clear support so that your listeners understand why this person was important or great.

As an example, you may choose to talk about a person that you work with. You could say that this person is a very good leader, and this person's leadership has enabled your company to achieve many great things, such as obtain many new clients. Also, you could say that this person has had an effect on the other members of the group because the other members have followed this person's example to be better employees.

Your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. Your response is scored using the Independent Speaking Rubric (see Appendix A).

2. To respond to this particular question, you should clearly state what your opinion is: do you prefer to take an organized tour

when visiting a place for the first time, or do you prefer to explore the new place on your own? There is no "correct" answer to this question. Whichever option you prefer, your answer should be supported with examples.

If you think that it is better to take an organized tour, you could say that a tour is better, especially if you do not know much about the new place. You might not know where to go or what to see. Plus, the guide will have more knowledge than you do. You might give a specific example of a tour that you have been on yourself.

If you prefer to explore a place on your own, you might say that a tour would limit you, because you would be told where to go. There might be a situation where you want to stay in one place for a longer time, but the tour would not allow this. In this case, you could also give a specific example of a time when you explored a place on your own and why this was good.

It is important to make sure that you state your opinion and develop your response with good examples and relevant details.

Your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well

developed and coherent. Your response is scored using the Independent Speaking Rubric (see Appendix A).

3. To respond to this particular question, you should state the woman's opinion of the university's decision to give the position of Dean of Students to Professor Fox. In this case, the woman disagrees with the decision.

After stating that the woman disagrees with the decision, you should convey the two main reasons she gives for holding that opinion. You will need to connect information from the conversation to the reading in order for the response to be complete. The woman says that the first reason given for appointing Professor Fox—that she has strong organizational skills—is not valid. You should provide as her explanation either that some classes were cancelled because Professor Fox did not organize enough teaching assistants or that she missed a philosophy course in Europe because Professor Fox did not sign her paperwork in time.

Your response should also convey the woman's second reason for not agreeing with the university's decision to make Professor Fox Dean of Students. The woman disagrees that Professor Fox works well with students. As support, she says that Professor Fox has an aggressive coaching style. She also gives an example of her friend who was criticized by Professor Fox when she was looking for emotional support. This shows that, in the woman's opinion, Professor Fox would not be a good Dean of Students.

As you need to discuss *both* of the woman's reasons for disagreeing with the university's decision, you should not include too much detail from the reading or concentrate too much on one of the reasons. Give yourself enough time to discuss both reasons.

Your response should be intelligible, should demonstrate effective use of

grammar and vocabulary, and should be well developed and coherent. Your response is scored using the Integrated Speaking Rubric (see Appendix A).

4. To respond to this particular question you should first explain the idea of a critical period as it was presented in the reading. The critical period is a specific time period for many organisms. Organisms must receive external or environmental input during this critical period in order to develop normally. Do not spend too much time summarizing all of the content of the reading.

You should then use the examples given by the professor to explain critical periods. In the first example, the professor discusses a critical period that affects a physical attribute. Vision in kittens will not develop normally if they are not exposed to light within the first four months of life. In the second example, the professor discusses a critical period affecting a behavior. Baby geese will adopt whatever large moving object they first see within the first two days of their lives as their parent. They will follow this "parent" even if it's a different species. That behavior cannot be changed even if a real goose reappears.

You do not need to repeat all of the details from the reading and the lecture, but instead integrate points from both to answer the question completely. For this question, you need to give yourself enough time to talk about both examples.

Your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. Your response is scored using the Integrated Speaking Rubric (see Appendix A).

5. To respond to this particular question you should *briefly* describe the problem. In this case the problem is that the woman does not want to cook her own meals because the kitchen in the dorm is always a mess.

Next, you need to choose *one* of the two solutions and explain why you think that solution is best. Note that you are not required to talk about both solutions. The two solutions in this conversation are: 1) put up a schedule so people can sign up to use the kitchen. Anyone who uses the kitchen must clean up, or 2) hire someone to clean the kitchen once a week. It does not matter which of the two proposed solutions you choose, since there is no “right” solution or “wrong” solution. You should choose the solution that you think is best and support your choice with reasons why you think it is best. The reasons you give can include information provided by the speakers as well as your own experiences.

For example, if you believe the first solution is preferable, you could say that it should be the students’ responsibility to clean the kitchen. Cleaning the kitchen is important because it could lead to good habits, and eventually these students will be responsible for their own kitchens. Another way to discuss this is to talk about the disadvantage of the other solution. In this case you might say that hiring somebody else is not a good idea because it costs money, and students do not usually have a lot of money. They would be better off using this money to buy food for themselves.

If you believe the second solution is preferable, you might say that students don’t really have enough time to clean. They are already very busy with their schoolwork, so cleaning is something that they should get somebody else to do. Also, somebody else might do a better job since many students don’t have a lot of experience cleaning.

These are just examples of possible responses; remember, this type of question can be answered in many different ways.

Your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well

developed and coherent. Your response is scored using the Integrated Speaking Rubric (see Appendix A).

6. This particular question requires you to summarize the contents of a lecture you hear. In your response, you should talk about exaggeration in advertising, including the examples of when it is legal to use exaggeration and when it is not legal to use exaggeration.

You should begin with a general statement about the lecture, such as that exaggeration in advertising has to be so extreme that nobody will believe it. If it isn’t, this advertising may be illegal. You would then talk about the first example that the professor gives. An advertiser that wanted to make the point that its vacuum cleaner is very light showed it in a television ad floating in the air. This kind of advertisement was legal because no one would really believe that a vacuum cleaner floated in the air.

You should then talk about the professor’s second example. The professor says that if the company showed the vacuum cleaner cleaning a big dirty carpet in just a few seconds that is an exaggeration and would be unacceptable because someone might actually believe it. We can imagine someone buying the vacuum cleaner and being disappointed that it didn’t work that well.

You should read the question carefully and respond with the appropriate information. This question clearly directs you to talk about a time when it is acceptable to use exaggeration and a time when it is not acceptable. You should budget your time so that you are able to talk about both examples.

Your response should be intelligible, should demonstrate effective use of grammar and vocabulary, and should be well developed and coherent. Your response is scored using the Integrated Speaking Rubric (see Appendix A).

Writing Section

1. What is important to understand from the lecture is that the professor disagrees with the advantages of buying franchises presented in the reading, namely that a franchise owner does not have to look for suppliers; that a franchise owner gets the benefit of advertising done by the parent company; and that franchises provide more security than other types of business.

In your response, you should convey the reasons presented by the professor for why buying a franchise is not the best way of becoming a business owner. A high-scoring response will include the following points made by the professor that cast doubt on the points made in the reading:

Point made in the reading	Counterpoint made in the lecture
Since franchising companies have already selected reliable suppliers for franchise owners to use, a new franchise owner does not run the risk of working with unreliable suppliers.	A franchise owner is forced to use the suppliers identified by the parent company. Such suppliers often charge too much for their goods and services. A franchise owner cannot use cheaper suppliers that may be available.
Franchise owners save money on advertising because they sell well-known brands and because they get the benefit of advertising paid for by the parent companies.	In fact, franchise owners have to pay a portion of their income to the parent company in return for advertising services. However, advertising by the parent company focuses on the brand and not on the owner's individual business. Owners would get greater benefit for less money if they did their own advertising.
Buying a franchise offers very good security. The failure rate of starting franchises is much lower than the failure rate of starting independent businesses.	There is in fact an option for starting business owners that is more secure than buying a franchise: buying an already-existing independent business. Independent businesses bought from previous owners have twice as much chance of success as new franchises.

Your response is scored using the Integrated Writing Rubric (see Appendix A). A response that receives a score of 5 clearly conveys all three of the main points in the table using accurate sentence structure and vocabulary.

2. To earn a top score, you should develop a multi-paragraph essay that responds to the issue of whether people learn things better from those at their own level—such as fellow students or coworkers—than from those at a higher level, such as teachers or supervisors. Typically an effective

response will contain a minimum of 300 words.

One successful way to express agreement with the prompt is to explain that you can learn better from your fellow students or coworkers—at least those whom you enjoy being around—because when these people try to teach you something, it will be in a relaxed, friendly atmosphere with no pressure. You might go on to argue that if you're relaxed, you'll learn better.

A successful way to disagree with the prompt is to describe the advantage of learning from someone with expert knowledge and teaching ability; you may have had a teacher who is not only great at math, for example, but is also much more skilled and experienced at transmitting this knowledge to others than a classmate of yours might be, even if the classmate also has tremendous knowledge of the subject matter.

Keep in mind that there is no “correct” answer to this question. Either side of the issue can be supported with examples and reasons. It is important to make sure that you state your opinion and develop a response that explains your opinion well. The development of your essay is judged by how effectively you support your opinion;

a well-developed essay will contain clearly appropriate reasons, examples, and details that illustrate your opinion. Development is not evaluated simply in terms of how many words you write.

Your response should be well organized. A well-organized essay allows an evaluator to read from the beginning to the end of the essay without becoming confused. You should be sure not to just repeat the same information in different ways.

The quality and accuracy of the sentence structure and vocabulary you use to express your ideas is also very important.

Your response is scored using the Independent Writing Rubric (see Appendix A).