**Kaplan Progress Test 4 (#3) -- 1/6/2014**

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE1297** |
| Passage ID (file name) | TLDE1297 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a professor.   **FEMALE Professor:** Hi, John, I haven't seen you for quite some time.   **MALE Student:** *[sighing]* I know, Professor, I haven't been well lately.   **Professor:** *[sounding serious]* Really, John? I'm sorry. What's wrong?   **Student:** Well, *[speaking uncertainly]* the doctor says I should have a few more tests. He thought maybe I had something serious, but he really can't find anything wrong. And since I've been resting a lot lately, I'm feeling much better.   **Professor:** *[understanding his explanation]* I was worried about you. And you know... *[reprimanding a little]* you should have let me know what was going on. The rule is quite strict that if you miss more than ten percent of the class, you run the risk of failing the course.   **Student:** *[very concerned]* Uh, I know, I'm sorry. I was feeling so anxious - worried that I might have something really awful, I just forgot about everything!   **Professor:** *[businesslike]* Okay, now you're back on track we hope, so let's just get organized with a way that you can catch up on what you've missed. We have covered a great deal while you were gone. *[thinking suddenly]* Did you manage to get any of the assigned reading finished? This could be a problem... *[sounding worried and uncertain]*   **Student:** *[interrupting the professor's thoughts]* Oh yes, I did, I read the first nine chapters. I'm not sure if I'm completely caught up, but I think if you can help me by giving me a couple of extensions on assignments, I can get through the course... *[thinking carefully]* at least I will try... Okay.   **Professor:** *[relieved]* Good to hear you've done the reading. Are you comfortable with the subject, uh, and the information? *[firmly]* Be honest! I need to know for sure. *[thinking]* Because we'll need to discuss anything you're uncertain about.   **Student:** *[a little embarrassed]* Well, uh, I'm, I'm mostly okay with everything, but I have to be honest... I'm a bit worried about the content of chapter 9... uh, are you sure you're fine with giving me a little extra help?   **Professor:** Yes... no problem. *[with certainty]* I can give you an hour next Thursday... Thursday, let me see... how about 9:30 am? I'm quite sure I can fit you in then.   **Student:** Thanks Professor Martin! Thanks!   **Professor:** Great! I'll see you then.   **Student:** I'll be here!   **Professor:** *[remembering]* By the way, don't forget your text... and uh, bring your notes from your earlier classes, also.   **Student:** Certainly.   **Professor:** *[friendly]* John, we'll get through this. Next time, just be sure to give me a call and let me know why you're not in class.   **Student:** I will, Professor. Thanks again. See you Thursday.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why does the professor tell the student to "be honest"? |
| Correct Answer | 3 |
| Option 1 | She wants to teach the student a lesson about honesty. |
| Option 2 | She believes that the student has not been honest with her. |
| Option 3 | She thinks that the student may not admit that he is confused. |
| Option 4 | She worries the student may have received the wrong information. |

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| **Question #** | **2** |
| **Kaplan QID** | **TLDE1298** |
| Passage ID (file name) | TLDE1297 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor ask the student? |
| Correct Answer | 2 |
| Option 1 | Whether he plans to retake an exam |
| Option 2 | Whether he has read the assigned text |
| Option 3 | Whether he has completed his medical tests |
| Option 4 | Whether he is as far behind in his other classes |

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| **Question #** | **3** |
| **Kaplan QID** | **TLIN1299** |
| Passage ID (file name) | TLDE1297 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred regarding the professor's attitude toward students who are behind in the course? |
| Correct Answer | 3 |
| Option 1 | She will give them extra attention in class. |
| Option 2 | She is concerned that they will not graduate on time. |
| Option 3 | She will help them if they are serious about catching up. |
| Option 4 | She feels they hold back the other students who are working hard. |

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| **Question #** | **4** |
| **Kaplan QID** | **TLDE1300** |
| Passage ID (file name) | TLDE1297 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | When does the professor plan to meet the student next? |
| Correct Answer | 3 |
| Option 1 | In three days |
| Option 2 | In one week |
| Option 3 | The following Thursday |
| Option 4 | Each Thursday |

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| **Question #** | **5** |
| **Kaplan QID** | **TLIM1301** |
| Passage ID (file name) | TLDE1297 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **Professor:** John, we'll get through this. Next time, just be sure to give me a call and let me know why you're not in class.  What does the professor imply when she says this:   **Professor:** John, we'll get through this. |
| Stem / Prompt | What does the professor imply when she says this: |
| Correct Answer | 2 |
| Option 1 | The course will be through very soon. |
| Option 2 | The student should not worry about failing. |
| Option 3 | The student should probably take the course over again. |
| Option 4 | The course will get more difficult in the next few weeks. |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE1326** |
| Passage ID (file name) | TLDE1326 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a professor.   **FEMALE Student:** Professor Caspersen?   **MALE Professor:** Hello, Laura. C'mon in! What can I do for you?   **FEMALE Student:** Have you seen Dr. Goodman?   **MALE Professor:** I'm afraid you've just missed him. He'll be back tomorrow morning. Can I be of any help?   **FEMALE Student:** Well... I'm not sure. He's my advisor... I was trying to register downstairs and I was told that before I can register for eighteen credits, I need to get my advisor's permission. He needs to sign the registration form... Say, aren't you an advisor, too? Couldn't you sign the form for me? It's a popular course. I wanna make sure I don't get closed out of it. If I wait till tomorrow, there may not be any spots left.   **MALE Professor:** Eighteen credits? Laura, aren't you biting off more than you can chew?   **FEMALE Student:** I've gotta do it, Professor Caspersen. I've gotta take the extra course this term. Tuition's goin' up next year, and my family's already really struggling to send me here. So I wanna take as many courses as I can this year, to save money.   **MALE Professor:** Are you still working part-time?   **FEMALE Student:** Yeah, in a vintage-record store. It doesn't pay very well, but at least I make some pocket money.   **MALE Professor:** All the more reason I think you really need to think this through. It's hard enough to carry a regular load while holding down a job. To carry eighteen credits would be even more difficult. And your grades might suffer.   **FEMALE Student:** But, Professor, I just gotta do it! My younger sister's starting college next year. I gotta help out any way I can....   **MALE Professor:** Laura, I sympathize with your situation. But I just think that particularly in your case... As I remember you had some difficulty with my course last year... I'm just not convinced it's a good idea.   **FEMALE Student:** But -   **MALE Professor:** I'll tell you what. Let's wait until tomorrow morning. Let's let Dr. Goodman decide. As your advisor, he has access to all your records. He can see the big picture. Perhaps he'll agree to let you register for eighteen credits. I wouldn't worry too much about losing a spot in the class. Registration has closed for today. Dr. Goodman will be in at seven a.m. tomorrow. Registration doesn't reopen until nine. That oughtta give you plenty of time to consult with Dr. Goodman.   **FEMALE Student:** I guess that's what I'll do. Thanks, Professor.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why is the student looking for her advisor? |
| Correct Answer | 1 |
| Option 1 | She needs his approval to register for extra classes. |
| Option 2 | She wants advice about her major. |
| Option 3 | She is failing a class she needs for her major. |
| Option 4 | She has been called to his office to discuss a problem. |

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| **Question #** | **7** |
| **Kaplan QID** | **TLDE1327** |
| Passage ID (file name) | TLDE1326 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why does the student want to register for 18 credits? |
| Correct Answer | 4 |
| Option 1 | To have more free time the following semester |
| Option 2 | To graduate early |
| Option 3 | To make up some classes she failed earlier |
| Option 4 | To save money |

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| **Question #** | **8** |
| **Kaplan QID** | **TLIM1328** |
| Passage ID (file name) | TLDE1326 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **MALE Professor:** Aren't you biting off more than you can chew? |
| Stem / Prompt | What does the professor mean? |
| Correct Answer | 2 |
| Option 1 | The student is capable of doing more. |
| Option 2 | The student is attempting to do too much. |
| Option 3 | The student is talking too fast. |
| Option 4 | The student is making too many excuses. |

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| **Question #** | **9** |
| **Kaplan QID** | **TLIN1329** |
| Passage ID (file name) | TLDE1326 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | Why is the student in a hurry to register? |
| Correct Answer | 3 |
| Option 1 | She has to go to work soon. |
| Option 2 | The registration office is closing soon. |
| Option 3 | She is worried that the class will fill up. |
| Option 4 | The first class starts that afternoon. |

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| **Question #** | **10** |
| **Kaplan QID** | **TLDE1330** |
| Passage ID (file name) | TLDE1326 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why does the professor mention that the student took his course before? |
| Correct Answer | 2 |
| Option 1 | To encourage her to take another of his classes |
| Option 2 | To explain why he thinks she should not take so many classes |
| Option 3 | To point out that she already has the credits she needs |
| Option 4 | To compare it with the class she plans to register for |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI1422** |
| Passage ID (file name) | TLMI1422 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a literature class.   **MALE PROFESSOR:** Okay, class. I'd like to start off by alleviating your fear and confusion about your first reading of "Araby" by James Joyce.   This is a very famous, much interpreted work. Volumes have been written about Joyce's work in general and there's even a periodical called The James Joyce Quarterly.   You're not alone in your confusion about this short story. Joyce was a genius when it came to weaving a variety of potential themes into his work... and, not only are there many potential themes, but evidence abounds to support an argument for those suggested themes. Now, what I hope to accomplish today is to identify some themes from "Araby" and note the evidence that shows why you believe one theme to be more, um, plausible than another. Okay? Good... so now, tell me what you think Joyce is trying to say in this story. *[Pause]* There are no right or wrong answers here. It's all a matter of interpretation.... No? Okay... then.... *[prompting them]* tell me this: Why does the boy say that his "eyes burned with anguish and anger" at the end of the story?   **FEMALE STUDENT:** Well, he's really mad... at everybody: his uncle, the girl he wants to buy a gift for... the people at the bazaar. Everybody let him down. His life is miserable.   **MALE PROFESSOR:** So, would you say Joyce's theme is disillusionment?   **FEMALE STUDENT:** Absolutely. He's disillusioned with the whole world.   **MALE PROFESSOR:** Right. But, be more specific. Besides his immediate world, what else is the boy disillusioned by? Tim?   **MALE STUDENT:** He doesn't like what he sees in the world, actually, the adult world. He's a boy that has this idea that the "grown-up" world is charming and romantic. But when, when he approaches adulthood, he sees it as... cheap and dirty somehow....   **MALE PROFESSOR:** Okay. So, the theme might be disillusionment with the adult world. Good. Now, do you find anything else that the boy is disillusioned with?   **FEMALE STUDENT:** Maybe religion? The boy feels let down by his church?   **MALE PROFESSOR:** Why do you say that - you're absolutely correct, that's another well-accepted interpretation - but how did you come to that conclusion?   **FEMALE STUDENT:** Well, Joyce makes the point that a priest had lived... and died in the boy's house. Uh, the previous tenant. He talks about some books that had belonged to the priest that weren't really priest-like - they were inappropriate.   **MALE PROFESSOR:** Good. Those books are symbols of a fallen world and, and lend themselves to the idea that the boy is disillusioned with the Church. So... so far we have disillusionment with the adult world and with religion. Now, think about the boy while at the bazaar... he sees the flirting and meaningless talk between the young adults, at which point he recognizes that his crush on the girl is just as foolish. He realizes that he has created this illusion of the adult world and, as he approaches adulthood, he sees that it's not glamorous or romantic. This would be a theme of "loss of innocence." What part of the story would support that?   **MALE STUDENT:** Where it says... uh, *[flipping pages]*... that things of his childhood were "child's play, ugly monotonous child's play"?   **MALE PROFESSOR:** Exactly. He loses the child's world, gains knowledge of the adult world and is, therefore, no longer innocent.   Good. So, we have: one, disillusionment with the world; two, disillusionment with religion; and three, loss of innocence. Does anyone see more potential themes? *[pause]* No? Well, believe it or not, there is another one. It's called the "Rite of Passage" theme, and there's some strong evidence to support that theme as well. For instance, when the boy arrives at the bazaar, Joyce notes that he, quote "could not find any sixpenny entrance and... passed quickly through a turnstile, handing a shilling to a weary-looking man" unquote. There is significance here that is not always recognized. What is the author's reason for mentioning a sixpenny entrance and a shilling entrance? *[Pause]*. Why two different prices of admission?   **MALE STUDENT:** Ah... is one a children's entrance?   **MALE PROFESSOR:** Well, if so... if one is a children’s’ entrance, and one is an adult's entrance... which was the boy forced to use?   **MALE STUDENT:** He used the shilling entrance... is that the more expensive adult entrance?   **MALE PROFESSOR:** Yes, it is. Joyce made a point to mention that the boy paid the adult price of passage, if you will. A literal symbol. A rite of passage into the adult world.... So, we've discussed four potential themes. All of which have support or evidence provided in the work. Not all literature can support multiple themes, but certainly, James Joyce provided room for multiple interpretations of theme in "Araby."   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is this talk mainly about? |
| Correct Answer | 3 |
| Option 1 | Aspects of Joyce's life in his writing |
| Option 2 | Why "Araby" is Joyce's best work |
| Option 3 | The themes in Joyce's short story "Araby" |
| Option 4 | The literary definition of the word "theme" |

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| **Question #** | **12** |
| **Kaplan QID** | **TLIM1423** |
| Passage ID (file name) | TLMI1422 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** I'd like to start off by alleviating your fear and confusion about your first reading of "Araby" by James Joyce. |
| Stem / Prompt | What is the professor implying about his students? |
| Correct Answer | 2 |
| Option 1 | They are afraid to come to the class. |
| Option 2 | They thought the story was hard to understand. |
| Option 3 | They did not read the story. |
| Option 4 | They do not know who James Joyce is. |

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| **Question #** | **13** |
| **Kaplan QID** | **TLRF1424** |
| Passage ID (file name) | TLMI1422 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** There are no right or wrong answers here. It's all a matter of interpretation....   Why does the professor say this:  **MALE PROFESSOR:** There are no right or wrong answers here. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | To counter the female student's interpretation |
| Option 2 | To summarize the plot of the story |
| Option 3 | To encourage the students to give their opinions |
| Option 4 | To introduce a new topic |

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| **Question #** | **14** |
| **Kaplan QID** | **TLDE1426** |
| Passage ID (file name) | TLMI1422 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, which of the following best supports the "rite of passage" theme? |
| Correct Answer | 1 |
| Option 1 | The boy paid the adult price to get into the bazaar. |
| Option 2 | The boy thought his childhood things were ugly. |
| Option 3 | The boy had his first crush on a girl. |
| Option 4 | The boy knew a priest who died. |

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| **Question #** | **15** |
| **Kaplan QID** | **TLII1427** |
| Passage ID (file name) | TLMI1422 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | Several themes were discussed in the talk. Which of the following are themes that the professor or students mentioned? |
| Correct Answer | 124 |
| Option 1 | Disappointment with adults |
| Option 2 | Loss of innocence |
| Option 3 | Redemption through love |
| Option 4 | Disappointment with religion |
| Option 5 | Importance of family |

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| **Question #** | **16** |
| **Kaplan QID** | **TLDE1428** |
| Passage ID (file name) | TLMI1422 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the boy find out that changes his feelings about religion? |
| Correct Answer | 2 |
| Option 1 | That the priest's home was dirty |
| Option 2 | That the priest read inappropriate books |
| Option 3 | That the priest did not write his own sermons |
| Option 4 | That the priest did not have many friends |

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| **Question #** | **17** |
| **Kaplan QID** | **TLMI1410** |
| Passage ID (file name) | TLMI1410 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a business class.   **MALE PROFESSOR:** Investment, umm...being the putting off of today's consumption to produce a payoff in the future. Rationally, a capitalist will want to ensure that the future payoff is significantly bigger than the value of the consumption today.   To...take a straightforward example...if you have a hundred dollars and investing it in your business will bring you two hundred dollars in three years' time - that looks like a pretty good deal. You've doubled your money, right? If it'll only bring you a hundred ten dollars, you might think to yourself...umm...why should I scrimp and save and work? I might as well just spend the money.   **FEMALE STUDENT:** Umm...but two hundred dollars in three years isn't worth the same as two hundred dollars today, is it? I guess that needs to be factored in too, doesn't it?   **MALE PROFESSOR:** You're absolutely right. In fact, inflation's not the only thing you have to take into account. Any business thinking about making investments should be able to quantify the future benefits. Gut reactions can sometimes be useful in determining...deciding which possibilities might be worth umm...exploring, but for significant investments there needs to be a proper business plan. So...besides inflation, maybe you can think of other factors to be taken into account when determining the present-day value of future returns on investment....   **MALE STUDENT:** I guess there's the risks involved and....   **MALE PROFESSOR:** Yes, go on....   **MALE STUDENT:** Umm...no, I'm not sure really how to put it...your personality?   **MALE PROFESSOR:** I think you may be on to something there.... Umm...okay...can anyone else clarify for us?   **FEMALE STUDENT:** Is it about how much you need the money now? The money you invest, I mean...I guess as well some people are more cautious than others...   **MALE PROFESSOR:** Yes, that's true. There can be various factors. For example, the amount of capital you have available, whether you are investing out of saved capital or with borrowed funds, your own personal attitude towards investment and risk.... All of these add up to an individual's propensity to invest....   Okay, let's change tack a little. When you're thinking of making an investment, you look at the future returns and you discount them based on a variety of assumptions, that is...you reduce their value in a variety of ways in order to work out what that return is worth in terms of money today. This tells you whether the investment is worth making. Umm...I can see some puzzled faces, so let me explain.   If you imagine our investment of a hundred dollars that brings a return of two hundred dollars in three years...don't worry, I won't ask you to work out the math, but just to illustrate my point, let's assume inflation is two percent per year for those three years...that discounts our two hundred dollar return to a hundred eighty-eight dollars in today's terms.... But you also need to allow for risk.... For an average-risk investment, you might calculate based on discounting by say twelve percent per year. For high-risk investments, capitalists commonly use a thirty percent discount rate.   Of course, that's not the end of it. You also need to calculate what would happen if you just put your hundred dollars in the bank or in the stock market and let it work for you. At a four percent interest rate, in three years, your money would be worth about a hundred twelve dollars and fifty cents. So your investment in your business has to do a lot better than this to make it worthwhile taking all the risks and doing all the work.   **MALE STUDENT:** So what you're saying is...for a risky investment...you might need to triple your money to make it worthwhile?   **MALE PROFESSOR:** Maybe more than that. You need to weigh the risk you're taking and the return you get from that risk against your other options.   I think this brings us neatly back to one of the weaknesses of the market. To survive, entrepreneurs have to base their investment decisions on the prospect of a decent return within a relatively short space of time. So certain types of investments will just never get made in a purely market-based system. I'm thinking in particular of large-scale infrastructure projects and of course education. Capitalists can only stick their necks out so far - you can see this in the development of the railroads in the United States. In the East, where markets were already established, they were financed using private money. In the West, where markets still had to be built, government investment was needed. Capitalists simply couldn't afford to take the risk.   *Now use your notes to help you answer the questions* |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 4 |
| Option 1 | How the banking system developed over time |
| Option 2 | Why inflation can reduce the value of savings |
| Option 3 | Why markets fail to fund long-term projects |
| Option 4 | How investors evaluate business opportunities |

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| **Question #** | **18** |
| **Kaplan QID** | **TLDE1411** |
| Passage ID (file name) | TLMI1410 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following recommendations does the professor make? |
| Correct Answer | 34 |
| Option 1 | Investors should ignore their gut reactions when doing business. |
| Option 2 | Businesses should only participate in projects likely to yield returns of three times the investment. |
| Option 3 | Businesses should be able to quantify the future benefits of any investment. |
| Option 4 | Investors should consider inflation, risk, and individual circumstances. |

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| **Question #** | **19** |
| **Kaplan QID** | **TLRF1412** |
| Passage ID (file name) | TLMI1410 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** All of these add up to an individual's propensity to invest. Okay, let's change tack a little. When you're thinking of making an investment, you look at the future returns and you discount them based on a variety of assumptions, that is...you reduce their value in a variety of ways in order to work out what that return is worth in terms of money today.   Why does the professor say this:   **MALE PROFESSOR:** Okay, let's change tack a little. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | He is about to repeat what he has just said. |
| Option 2 | He is about to introduce another example. |
| Option 3 | He is about to try a different approach to the problem. |
| Option 4 | He is about to correct an earlier comment he made. |

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| **Question #** | **20** |
| **Kaplan QID** | **TLRF1413** |
| Passage ID (file name) | TLMI1410 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** For an average-risk investment, you might calculate based on discounting by say twelve percent per year. For high-risk investments, capitalists commonly use a thirty percent discount rate. Of course, that's not the end of it. You also need to calculate what would happen if you've just put your hundred dollars in the bank or in the stock market and let it work for you.   What does the professor indicate when he says:   **MALE PROFESSOR:** Of course, that's not the end of it. |
| Stem / Prompt | What does the professor indicate when he says: |
| Correct Answer | 4 |
| Option 1 | He would introduce more examples if he had time. |
| Option 2 | All investments should be calculated using these figures. |
| Option 3 | The investment should also be evaluated over a longer time period. |
| Option 4 | There are additional factors that must be considered. |

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| **Question #** | **21** |
| **Kaplan QID** | **TLIE1414** |
| Passage ID (file name) | TLMI1410 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** Capitalists can only stick their necks out so far - you can see this in the development of the railroads in the United States.   What does the professor mean when he says:   **MALE PROFESSOR:** Capitalists can only stick their necks out so far. |
| Stem / Prompt | What does the professor mean when he says: |
| Correct Answer | 2 |
| Option 1 | Local capitalists are more willing to finance projects in nearby areas. |
| Option 2 | Capitalists are limited in the risks they choose to take. |
| Option 3 | Capitalists are unwilling to spend public money. |
| Option 4 | Many capitalists are unwilling to make long-term low-return investments. |

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| **Question #** | **22** |
| **Kaplan QID** | **TLDM1415** |
| Passage ID (file name) | TLMI1410 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | What does the professor suggest about government investment? |
| Correct Answer | 1 |
| Option 1 | Many worthwhile projects would not be completed without it. |
| Option 2 | It is often wasteful and inefficient. |
| Option 3 | Governments often make risky investment decisions. |
| Option 4 | Governments should invest more money in education. |

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| **Question #** | **23** |
| **Kaplan QID** | **TLMI1280** |
| Passage ID (file name) | TLMI1280 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in an engineering class.   **Professor (male):** All right, folks, let's get down to business. Let me start by posing a question: When something is blocking your path, what do you do? *[pause]* Any ideas? Too easy a question? Well, the obvious answer is that when we're faced with an obstacle, we devises a plan and overcome it, right? Physical obstacles, emotional ones - whatever the case may be. So to get to today's topic, throughout the ages, rivers, streams, gorges, and even valleys, have been major obstacles preventing people from getting from one place to another. So, to overcome these obstacles - to make movement easier and to conserve time, we invented bridges. Now, the first bridges were probably made naturally - from trees that fell across a rift in the earth - or something like that.   But our ancestors got the idea, and we now have bridges that can span virtually any great divide. But, even with all of our technological advancements, today we are still building bridges in only a few basic styles.   A bridge style is typically chosen based on the distance it is needed to, um, cover and, well, the budget that's been allocated to build the bridge. The most common style, and most primitive design, is known as the, ah, beam bridge. The basic beam bridge design requires a rigid horizontal structure supported by at least two vertical pillars - take a look at figure 1 from the homework handout to get the idea. Now this design is rather inexpensive to implement, but its weakness is that it can only support a maximum of about 200 feet between pillars. And you can go to, uh, nearly any city in the world and find this type of bridge - a type of bridge that can cover quite a distance. In fact, the beam style was used to build a 24-mile long bridge over Lake Pontchartrain *[pahnt-sh-r-trAn]* in Louisiana, making it the longest continuous bridge in the world.   Now the Romans, who were no strangers to inventing things, developed the bridge style known as the arch bridge. They were able to span great gaps of land, and created the famous aqueducts used to move large amounts of water with this magnificent engineering design. Perhaps the greatest benefits of the arch bridge are its incredible strength and its ability to um... span large distances. You can see an example of an arch bridge in figure 2. *[pause]* Now, the arch bridge is a bit more difficult to build, but with proper construction it can last hundreds - if not thousands - of years. For proof, look at the aqueducts that still exist today and will probably continue to be here for a long time to come. One of the most famous and spectacular Roman arch bridges that's still standing strong, is le Pont du Gard *[luh poh(n) dew gahr ]* in France.   The um... most expensive and elaborate modern bridge design is the suspension bridge. A suspension bridge is held, or, well, suspended, from above by huge cables or ropes, and can easily span a distance of, oh, two thousand to seven thousand feet. You might have noticed that a suspension bridge is, ah... similar in appearance to an upside down arch bridge. Look at figure 3 - what do you think? No? *[Pausing]* Anyway, a couple of the most notable suspension bridges around today are the Golden Gate Bridge in San Francisco and the Ashki... excuse me... the Akashi-Kaikyo *[ah-ka-shi-kai-kyo]* Bridge in Japan, which is the largest suspension bridge in the world, stretching a remarkable distance of almost two and a half miles.   Now, while some other styles of bridge design have emerged over the years, many of these are seen as, uh, variations of the three basic styles - beam, arch and suspension *[slowly, emphasized]* - with only minor modifications made to the existing designs. Of course, before any bridge building can begin, one thing must be remembered. The choice of a bridge design depends on what? *[pause]* The distance it needs to cover and the budget for building it.   Okay, let's take a 5-minute break and when we come back, we'll discuss historical bridges and their designers.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 4 |
| Option 1 | A famous bridge designer |
| Option 2 | The world's most beautiful bridges |
| Option 3 | The equipment used to build bridges |
| Option 4 | An overview of common bridge designs |

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| **Question #** | **24** |
| **Kaplan QID** | **TLIE1281** |
| Passage ID (file name) | TLMI1280 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** All right, folks, let's get down to business. |
| Stem / Prompt | Why does the professor say this? |
| Correct Answer | 4 |
| Option 1 | To indicate that the topic will change |
| Option 2 | To signal that it is time for a break |
| Option 3 | To allow the students to ask questions |
| Option 4 | To bring the class to attention |

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| **Question #** | **25** |
| **Kaplan QID** | **TLRF1282** |
| Passage ID (file name) | TLMI1280 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor (male):** Let me start by posing a question: When something is blocking your path, what do you do? |
| Stem / Prompt | Why does the professor begin the talk with a question? |
| Correct Answer | 2 |
| Option 1 | To find out which students are prepared |
| Option 2 | To encourage the students to think |
| Option 3 | To get advice from the students |
| Option 4 | To check whether the students are listening |

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| **Question #** | **26** |
| **Kaplan QID** | **TLDE1283** |
| Passage ID (file name) | TLMI1280 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, which of the following must be considered before building a bridge? |
| Correct Answer | 24 |
| Option 1 | The depth of the water it will cross |
| Option 2 | The distance it will cover |
| Option 3 | The type of ground it will be built on |
| Option 4 | The amount of money it will cost |

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| **Question #** | **27** |
| **Kaplan QID** | **TLIM1284** |
| Passage ID (file name) | TLMI1280 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** Now the Romans, who were no strangers to inventing things, developed the bridge style known as the arch bridge. |
| Stem / Prompt | What is the professor implying about the Romans? |
| Correct Answer | 1 |
| Option 1 | They were very creative. |
| Option 2 | They built elegant bridges. |
| Option 3 | They built very basic bridges. |
| Option 4 | They wanted better transportation. |

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| **Question #** | **28** |
| **Kaplan QID** | **TLDE1547** |
| Passage ID (file name) | TLMI1280 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about the first bridges? |
| Correct Answer | 2 |
| Option 1 | They were not attractive. |
| Option 2 | They were created naturally. |
| Option 3 | They were not permanent. |
| Option 4 | They were used only to cross water. |

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| **Question #** | **29** |
| **Kaplan QID** | **TLMI1429** |
| Passage ID (file name) | TLMI1429 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a biology class.   **FEMALE PROFESSOR:** Which creature adapts to nearly any climate on earth and lives in groups of millions in well-structured societies? *[Pause]* Although humans seem to be the likely choice, the answer I'm looking for is ants.   Today, we'll be talking about ah... ant and human societies and the fascinating shared traits between the two.   Ants built successful colonies thousands of years before humans existed and will probably be here long after we're gone. Ant socials... excuse me, ant societies are similar to communal societies, where each individual works as part of the collective in order to better the entire community. Unlike humans, who possess and exercise free will, ants are born into a caste, which basically determines their role in life. For instance, let's assume each of you have been magically transformed into ants. Instead of choosing a major, choosing a job and so on, you'd have a specific career designed to contribute to the survival of the community. *[Pause]*   Certainly, the goal of every human society is to live within its means to, uh, provide for its inhabitants, while defending its territory from outside enemies. Ant societies are no different from successful human nations. Most, um... larger countries we know of today were once small bands of nomads. These ah.... These wandering tribes eventually settled down to create communities just about anywhere plentiful land, water, and food were available. Prosperous communities that adequately provided for their inhabitants still thrive today. And you might not think this, but leadership is the backbone of both human and ant societies.   The queen - or queens - of ant colonies act pretty much like a central government. Because they provide eggs from which the growing colony is derived, they are truly the, um... heart and soul of the colony. Astonishingly, both human and ant societies recognize the importance of providing for their members and take actions to ensure long-term prosperity of their communities. Some governments today are making efforts to curb population growth by setting limits on the number of children couples can have. Similarly, queen ants regulate the number of eggs produced to, uh... either increase or decrease the colony's population, as needed. Of course, when a group's unable to sustain itself, or when mating season approaches, it'll leave to see if the grass is greener in another pasture. During certain times of the year, winged male ants and new queens are produced. When conditions are right, they fly away in a swarm to find a suitable location to begin another colony. Due to environmental factors, ant colonies of the same species within a certain area release males and queens at about the same time. This ensures that, um... offspring of different parents will mate. It's... well, it's similar to college in a way. Every September, human parents send their children off to places filled with potential - and acceptable - mates. As the kids study, they often find mates suitable for starting new colonies - though you might prefer the term &quot;families.&quot;   Another amazing fact is that just as in human societies, the tasks an ant worker carries out depend largely on the ants' age. Small, young ants help the queen and look over the ah... smallest larvae, much like young children help their mothers. Middle-aged workers tend to larger larvae, much like teachers watch over adolescents. When ants become elderly, they guard the entrances and scavenge for food, similar to how older adults contribute to the community through, um... part-time employment and volunteer activities.   It's amazing how similar humans are to other minuscule components of our ecosystem. No matter how big or small, all creatures on Earth have similar goals of, uh... genetic and physical survival. Ants are merely one example of how much humans have in common with other animals. For any species to thrive, large or small, it must strike a balance with nature - and we are no different - you should keep that in mind.   Okay. Well, that's all for today. On Thursday, we're going to cover the rest of the unit, so be sure to read pages two-fifty-seven to two-seventy-nine.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the focus of this talk? |
| Correct Answer | 2 |
| Option 1 | How ants are important to human environments |
| Option 2 | The similarities between human and ant societies |
| Option 3 | What early human societies learned from ants |
| Option 4 | The different ways ants and humans communicate |

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| **Question #** | **30** |
| **Kaplan QID** | **TLIE1430** |
| Passage ID (file name) | TLMI1429 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** For instance, let's assume each of you have been magically transformed into ants.   What does the professor mean when she says this:   **Professor:** For instance... |
| Stem / Prompt | What does the professor mean when she says this: |
| Correct Answer | 2 |
| Option 1 | For now |
| Option 2 | For example |
| Option 3 | For no reason |
| Option 4 | For all I know |

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| **Question #** | **31** |
| **Kaplan QID** | **TLRF1431** |
| Passage ID (file name) | TLMI1429 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** The queen - or queens - of ant colonies act pretty much like a central government. |
| Stem / Prompt | How does the professor explain the queen ant's role in an ant society? |
| Correct Answer | 1 |
| Option 1 | By making a comparison |
| Option 2 | By giving a definition |
| Option 3 | By listing her main responsibility |
| Option 4 | By using several examples |

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| **Question #** | **32** |
| **Kaplan QID** | **TLDE1432** |
| Passage ID (file name) | TLMI1429 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about people sending their children to college? |
| Correct Answer | 3 |
| Option 1 | It is one of the few things ants and humans do not have in common. |
| Option 2 | It is done to increase the family's social status. |
| Option 3 | It is a way for people to meet appropriate mates. |
| Option 4 | It limits the spread of human genes. |

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| **Question #** | **33** |
| **Kaplan QID** | **TLDM1433** |
| Passage ID (file name) | TLMI1429 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | According to the professor, which of the following is true of both humans and ants? |
| Correct Answer | 4 |
| Option 1 | They do not appreciate the older members of their societies. |
| Option 2 | The males are not expected to provide food. |
| Option 3 | Prosperous communities take over weaker ones. |
| Option 4 | Their roles in society change as they age. |

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| **Question #** | **34** |
| **Kaplan QID** | **TLIN1434** |
| Passage ID (file name) | TLMI1429 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred about the professor's attitude toward ants? |
| Correct Answer | 4 |
| Option 1 | She prefers ants to other insects. |
| Option 2 | She prefers ants to people. |
| Option 3 | She knows that ants cause many problems. |
| Option 4 | She believes that ants are interesting creatures. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRDE1840** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | According to the passage, all the following are necessary for the creation of a glacier EXCEPT |
| Correct Answer | 2 |
| Option 1 | a build up of snow from year to year |
| Option 2 | an accumulation of ice near the surface that becomes flexible |
| Option 3 | the movement of ice and snow down mountain slopes |
| Option 4 | the compacting of snow into ice by the weight of accumulated snow |

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| **Question #** | **2** |
| **Kaplan QID** | **TRDE1841** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | According to the passage, what is true regarding the trees in Glacier National Park? |
| Correct Answer | 1 |
| Option 1 | They thrive in the moist climate. |
| Option 2 | They grow primarily in the higher valleys. |
| Option 3 | They are unusually tall. |
| Option 4 | They are among the oldest living things on Earth. |

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| **Question #** | **3** |
| **Kaplan QID** | **TRCO1842** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   **~~+~~** About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. **~~+~~** The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. **~~+~~** Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter. **~~+~~**   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | Some researchers are worried that global warming is contributing to this reduction. |
| Correct Answer | 4 |

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| **Question #** | **4** |
| **Kaplan QID** | **TRPA1843** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | Choose the sentence below that most closely represents the information in the highlighted sentence in the passage. Answer choices that are wrong do not contain all the information that is in the highlighted sentence or change the meaning in an important way. |
| Correct Answer | 2 |
| Option 1 | When the Europeans arrived in the 18th century, they began to occupy the eastern prairies and western valleys, which had abundant beaver for trapping. |
| Option 2 | When European beaver trappers first arrived in the area during the 18th century, they found it was already occupied by three tribes of Indians residing in various regions. |
| Option 3 | Indian tribes living in the area traded beaver pelts with the Europeans, who arrived the 18th century. |
| Option 4 | European explorers learned of the abundant beaver in the area from several Indian tribes who lived there in the 18th century. |

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| **Question #** | **5** |
| **Kaplan QID** | **TRRF1844** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   -->Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | The author mentions the bald eagle in paragraph 5 to give an example of a species that   An arrow [ ] marks paragraph 5. |
| Correct Answer | 1 |
| Option 1 | lives in the park |
| Option 2 | was first discovered in the park |
| Option 3 | is no longer considered endangered |
| Option 4 | is no longer found outside of the park |

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| **Question #** | **6** |
| **Kaplan QID** | **TRWM1845** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | The word *intact* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | undamaged |
| Option 2 | isolated |
| Option 3 | productive |
| Option 4 | valuable |

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| **Question #** | **7** |
| **Kaplan QID** | **TRRE1846** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | The word *it* in the passage refers to |
| Correct Answer | 1 |
| Option 1 | Going-to-the-Sun Road |
| Option 2 | Glacier National Park |
| Option 3 | Norh America |
| Option 4 | the Pacific Northwest |

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| **Question #** | **8** |
| **Kaplan QID** | **TRWM1847** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | The word *feat* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | accomplishment |
| Option 2 | challenge |
| Option 3 | design |
| Option 4 | prize |

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| **Question #** | **9** |
| **Kaplan QID** | **TRWM1848** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | The word *rustic* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | decaying |
| Option 2 | unrefined |
| Option 3 | attractive |
| Option 4 | expensive |

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| **Question #** | **10** |
| **Kaplan QID** | **TRDE1849** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | According to the passage, all of the following can be found in Glacier National park EXCEPT |
| Correct Answer | 4 |
| Option 1 | grizzly bears |
| Option 2 | U-shaped valleys |
| Option 3 | lodges |
| Option 4 | a ski resort |

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| **Question #** | **11** |
| **Kaplan QID** | **TRIN1850** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   -->In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | From the information in paragraph 6, which of the following can be inferred about the Going-to-the Sun Road?   An arrow [ ] marks paragraph 6. |
| Correct Answer | 1 |
| Option 1 | It was difficult to build. |
| Option 2 | It crosses the border into Canada. |
| Option 3 | It is closed in the winter. |
| Option 4 | It was once a trail used by Indians. |

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| **Question #** | **12** |
| **Kaplan QID** | **TRII1851** |
| Passage ID (file name) | TRDE1840 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Glacier National Park*  Toward the end of the 19th century, Americans began to look at the expansive country in which they lived as something other than a resource to be exploited. They began to appreciate the scenic beauty of the land around them, and felt the urge to spend their leisure time traveling into the countryside to enjoy the abundant natural beauty. Areas of special significance were set aside as national parks. Facilities for tourists sprang up, and trains and boats carried nature enthusiasts into the wilderness. One of the most unspoiled and spectacular wilderness areas was situated in the Rocky Mountains of Montana. Glacier National Park was established in 1910, making it the 10th national park in the United States.   As its name suggests, Glacier National Park has an abundance of glaciers - more than 50 can be found there. Glaciers form when more snow falls in the winter than can melt the subsequent summer. The accumulation of snow compacts into layers of ice. The ice near the surface of the forming glacier is often hard and brittle but, due to the great pressure of the top layers, the ice near the bottom of the mass becomes flexible. This flexible layer allows the ice to move. Depending on the quantity of ice and the steepness of the mountainside slope, the ice may start to move downhill. Once this mass of snow and ice begins to move, it is called a glacier. The glaciers in Glacier National Park today all were formed in the last few thousand years.   About 20,000 years ago, the climate became wetter and cooler, which allowed for the formation of huge glaciers that filled the valleys with thousands of feet of ice. The glaciers cut away at the mountains as they moved, leaving deep U-shaped valleys as they melted. Smaller tributary glaciers created high-altitude hanging valleys from which spectacular waterfalls now plunge into lower elevations. Today, the glaciers are actually shrinking since more snow melts each summer than accumulates each winter.   When the climate began to warm, around 10,000 years ago, native peoples moved into the area. By the time European trappers in search of beaver first saw the area in the 18th century, the Blackfeet Indians were well-established in the eastern prairies, and the Salish and Kootenai occupied the western valleys. Many sites within the park and adjoining it remain sacred Indian ground.   Encompassing approximately 1.4 million acres of remote wilderness, Glacier National Park is one of the largest and most intact ecosystems of its kind in North America, with an extraordinary diversity of flora and fauna. Between 2 and 3 inches of rain fall monthly, contributing to the many streams and over 200 lakes in the park. During the summer, daytime temperatures range between 60 and 70 degrees Fahrenheit, though they can exceed 90 degrees. In the winter, temperatures are usually well below freezing. This moist Pacific Northwest climate produces thick forests of larch, spruce, fir, and lodgepole pine. The area has abundant wildflowers, and the multitude of animals thriving in these surroundings includes big horn sheep, mountain goats, black beer, grizzly bear, bison, otters, osprey, and golden eagles. Even the endangered bald eagle, the national symbol, makes the park its home.   In the early days, visitors converged on the park by train, but then were obliged to hike or travel by horseback to access the interior of the park. A series of lodges and chalets were built throughout the park, so that a visitor could ride through the park over a number of days, stopping at a different lodge each night. Eventually, with the emergence of the automobile, the need arose for a highway to convey people across the mountains of the vast parkland. Thus, the building of the Going-to-the-Sun Road commenced. The road itself is an engineering feat, and has been designated a National Historic Landmark; it is considered to be one of the most scenic roads in North America. In spite of the building of the road, not much has changed over the last hundred years. One can still relive the traditional experience by traversing the remote parts of the park by horseback, and stopping over at the rustic hotels that remain virtually unchanged from early in the 20th century. |
| Stem / Prompt | Glacier National Park in Montana was one of the first national parks established in the U.S. |
| Correct Answer | 146 |
| Option 1 | It is a diverse ecosystem whose name is derived from the many glaciers in the park. |
| Option 2 | The automobile played a key role in the development of the park, allowing visitors to explore its remote interior. |
| Option 3 | Access to much of the park is restricted, to protect the many endangered species found there. |
| Option 4 | It has been a popular destination for tourists since its establishment in 1910. |
| Option 5 | The glaciers formed when climate conditions became cooler about 10,000 years ago. |
| Option 6 | The movement of many glaciers across the area resulted in spectacular scenery. |

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| **Question #** | **13** |
| **Kaplan QID** | **TRDE1852** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | According to the passage, which of the following does a lobster use to move backwards? |
| Correct Answer | 1 |
| Option 1 | Its tail |
| Option 2 | Its pincers |
| Option 3 | Its stalks |
| Option 4 | Its swimming legs |

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| **Question #** | **14** |
| **Kaplan QID** | **TRRE1853** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | The pronoun *they* in the passage refers to |
| Correct Answer | 1 |
| Option 1 | eggs |
| Option 2 | larvae |
| Option 3 | swimmerets |
| Option 4 | females |

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| **Question #** | **15** |
| **Kaplan QID** | **TRMI1854** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | According to the passage, the molting process makes lobsters |
| Correct Answer | 3 |
| Option 1 | turn a darker color |
| Option 2 | lose calcium, iron, and other nutrients |
| Option 3 | weak and vulnerable |
| Option 4 | better able to catch their prey |

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| **Question #** | **16** |
| **Kaplan QID** | **TRWM1855** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | The word *fixed* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | repaired |
| Option 2 | improved |
| Option 3 | caused to grow |
| Option 4 | made unchangeable |

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| **Question #** | **17** |
| **Kaplan QID** | **TRWM1856** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | The word *prompts* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | initiates |
| Option 2 | provides |
| Option 3 | develops |
| Option 4 | halts |

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| **Question #** | **18** |
| **Kaplan QID** | **TRIN1857** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   -->Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | From the information in paragraph 5, what can be inferred about lobsters weighing less than one pound?   An arrow [ ] marks paragraph 5. |
| Correct Answer | 1 |
| Option 1 | They are illegal to catch. |
| Option 2 | They are probably about a year old. |
| Option 3 | They have not yet molted. |
| Option 4 | They have molted more than 25 times. |

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| **Question #** | **19** |
| **Kaplan QID** | **TRRF1858** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | The author uses the phrase *so-called swimmerets* |
| Correct Answer | 3 |
| Option 1 | to provide a contrast with the swimming legs |
| Option 2 | to emphasize that they are unusual structures |
| Option 3 | to indicate that it is a common term |
| Option 4 | to show what the function of the structure is |

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| **Question #** | **20** |
| **Kaplan QID** | **TRDE1859** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | According to the passage, which of the following are threats to lobsters? |
| Correct Answer | 4 |
| Option 1 | Crabs |
| Option 2 | Shrimp |
| Option 3 | Sharks |
| Option 4 | Seals |

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| **Question #** | **21** |
| **Kaplan QID** | **TRRF1860** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   -->Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | In paragraph 6, the author mentions small antennae to   An arrow [ ] marks paragraph 6. |
| Correct Answer | 1 |
| Option 1 | explain that lobsters have a strong sense of smell |
| Option 2 | give an example of the lobster's underdeveloped ability to see |
| Option 3 | suggest that lobsters are able to communicate with one another |
| Option 4 | show how a lobster orients itself in relation to its prey |

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| **Question #** | **22** |
| **Kaplan QID** | **TRWM1861** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | The word *replenish* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | reduce |
| Option 2 | avoid |
| Option 3 | excrete |
| Option 4 | obtain |

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| **Question #** | **23** |
| **Kaplan QID** | **TRCO1862** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. **~~+~~** Lobsters are capable of reflux amputation. **~~+~~** If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. **~~+~~** This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. **~~+~~** |
| Stem / Prompt | This is because a lobster's brain is no bigger than that of a grasshopper. |
| Correct Answer | 4 |

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| **Question #** | **24** |
| **Kaplan QID** | **TRDE1863** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | According to the passage, how often do lobsters lay eggs? |
| Correct Answer | 3 |
| Option 1 | Just once |
| Option 2 | Every year |
| Option 3 | Every two years |
| Option 4 | Every three to five years |

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| **Question #** | **25** |
| **Kaplan QID** | **TRII1864** |
| Passage ID (file name) | TRDE1852 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Lobsters*  Lobsters belong to a major group of invertebrates called the arthropods. They are further classified in the subphylum crustacea, which includes crayfish, crabs, and shrimp.   One of the lobster's most obvious characteristics is the tough encasement of armor, or exoskeleton, that covers its stiff, segmented body and gives it rigidity and protects its soft insides. Lobsters have five pairs of jointed legs, one or more of which (depending on the species) have been modified into pincers, while the rest serve as swimming legs. The fan-shaped tail of the lobster is also used in swimming, allowing it to propel backwards at a high rate of speed. A lobster's eyes are carried on short stalks located at the front of its head. Adult lobsters can be up to 12 inches long and weigh as much as 10 pounds.   Female lobsters are mature enough to reproduce at the age of five. Females lay up to 80,000 eggs at a time, once every two years. Eggs remain attached to the females' swimming legs, the so-called swimmerets, in special appendages that hang underneath the tail until they are ready to hatch, nine to twelve months later. Newly hatched lobsters float near the water surface; they often become caught in the tide, and remain at the mercy of water currents for the first 20 to 30 days of their lives. Those juvenile lobsters that are able to survive eventually find a home on the ocean floor.   The presence of a rigid exoskeleton in crustaceans prevents simple increases in body size. Growth can be achieved only by a series of molts - the periodic shedding of the exoskeleton. The molting process is regulated by hormones, which initiate a variety of complex chemical, physiological, and behavioral changes. Before molting, a new, soft exoskeleton is deposited beneath the old one. The old exoskeleton splits at the juncture between the carapace and tail, and the soft naked animal emerges. This energy-demanding process leaves lobsters physically weak, and without the protection of a hard shell, extremely vulnerable to prey. In time, the new exoskeleton hardens, and the animal's size is again fixed until internal growth prompts the next molt.   Young lobsters will shed their shells up to 25 times during their first five years of life. A lobster of approximately one pound, which is just large enough to be legally harvested, has molted between 20 and 25 times, increasing its carapace length by 15 percent and its weight by 40 to 50 percent each time. As they age, lobsters molt less frequently. Adult lobsters molt approximately once per year.   Once thought to be scavengers, lobsters are now known to be hunters. Their prey includes fish, crabs, clams, mussels, sea urchins, and even other lobsters. Thanks to four small antennae located on the front of their heads, and tiny sensing hairs along their bodies, lobsters have a finely developed sense of smell and are capable of sniffing out both dinner and danger. Once lobsters catch their prey, they use teeth located in their stomachs for grinding and chewing. Lobsters also consume their molted exoskeletons to replenish lost calcium that is needed for the hardening of their new shells.   Adult lobsters have few predators. Humans, eels, and seals are the lobsters' primary threat. Lobsters are capable of reflux amputation. If a lobster has an injured limb or claw, it is able to shed the limb and regenerate the body part. This also allows the lobster to escape predators, by sacrificing a body part, if needed. Scientists now believe that lobsters do very little thinking, and feel almost no pain. |
| Stem / Prompt | Lobsters are classified as invertebrates in the subphylum crustacea. |
| Correct Answer | 136 |
| Option 1 | Their soft inner bodies are covered by a rigid exoskeleton. |
| Option 2 | The female carries eggs, attached to her swimmerets, for up to two years before they hatch. |
| Option 3 | Adults can reach twelve inches in length, and ten pounds in weight. |
| Option 4 | Lobsters are primarily scavengers. |
| Option 5 | Lobsters use their claws for grasping food resources, rather than for defense. |
| Option 6 | The process by which lobsters grow is known as molting. |

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| **Question #** | **26** |
| **Kaplan QID** | **TRDE1865** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | Which of the following is NOT mentioned as a negative effect of free radicals? |
| Correct Answer | 1 |
| Option 1 | They increase the rate of oxygen consumption. |
| Option 2 | The promote the aging process. |
| Option 3 | They can cause aging and disease. |
| Option 4 | They can cause damage to cells. |

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| **Question #** | **27** |
| **Kaplan QID** | **TRWM1866** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | The word *impair* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | weaken |
| Option 2 | enhance |
| Option 3 | make single |
| Option 4 | inadequately repair |

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| **Question #** | **28** |
| **Kaplan QID** | **TRIN1867** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | It can be inferred from the passage that antioxidants |
| Correct Answer | 1 |
| Option 1 | bind easily to free radicals |
| Option 2 | are obtained primarily from meat and fish |
| Option 3 | suppress the effectiveness of vitamins |
| Option 4 | are made up of free radicals |

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| **Question #** | **29** |
| **Kaplan QID** | **TRRF1868** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   -->It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | The author mentions zinc in paragraph 4 to   An arrow [ ] marks paragraph 4. |
| Correct Answer | 4 |
| Option 1 | give an example of an antioxidant |
| Option 2 | describe how it inhibits the functioning of vitamin E |
| Option 3 | warn that it can increase the risk of heart disease |
| Option 4 | suggest its relationship to vitamin E in the blood |

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| **Question #** | **30** |
| **Kaplan QID** | **TRDE1869** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   -->It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | According to paragraph 4, all of the following are true of Vitamin C EXCEPT:   An arrow [ ] marks paragraph 4. |
| Correct Answer | 4 |
| Option 1 | its effectiveness is improved by the bioflavonoid hesperidin |
| Option 2 | it helps other antioxidants to work better |
| Option 3 | it increases the production of a natural antiviral |
| Option 4 | its effectiveness is decreased in the presence of copper and iron |

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| **Question #** | **31** |
| **Kaplan QID** | **TRAO1870** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RAO |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | Which of the following statements most accurately reflects the author's opinion about antioxidants? |
| Correct Answer | 3 |
| Option 1 | They should be taken every day in the form of supplements. |
| Option 2 | The benefits they provide greatly outweigh the risks that have so far been identified. |
| Option 3 | They are highly complex and their roles and functions are not yet fully understood. |
| Option 4 | There is insufficient evidence to support many of the health benefits that proponents claim they provide. |

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| **Question #** | **32** |
| **Kaplan QID** | **TRWM1871** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | The word *synthesis* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | production |
| Option 2 | detection |
| Option 3 | invasion |
| Option 4 | division |

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| **Question #** | **33** |
| **Kaplan QID** | **TRPA1872** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | Choose the sentence below that most closely represents the information in the highlighted sentence in the passage. Answer choices that are wrong do not contain all the information that is in the highlighted sentence or change the meaning in an important way. |
| Correct Answer | 1 |
| Option 1 | Free radicals are probably a result of exposure to a variety of environmental factors, and the metabolizing of the body's energy stores. |
| Option 2 | It is most likely that free radicals are formed when a person consumes environmental toxins and food that has been altered by radiation. |
| Option 3 | It is possible that free radicals occur mostly in people whose diets are high in fat, which reduces their protection from environmental hazards. |
| Option 4 | It is assumed that radiation, chemicals, and pollution are responsible for attacks on the environment by free radicals. |

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| **Question #** | **34** |
| **Kaplan QID** | **TRKT1873** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Free Radicals and Antioxidants*  -->Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | Based on the information in paragraph 1, which of the following best defines the term *free radicals*?   An arrow [ ] marks paragraph 1. |
| Correct Answer | 2 |
| Option 1 | Any compound that contains oxygen |
| Option 2 | A chemical unit that has at least one unpaired electron |
| Option 3 | A substance that has a chemically stable arrangement |
| Option 4 | An atom that binds to another to form pairs that are negatively charged |

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| **Question #** | **35** |
| **Kaplan QID** | **TRDE1874** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | According to the passage, why is melatonin important to the body's health? |
| Correct Answer | 4 |
| Option 1 | It stimulates antibody response. |
| Option 2 | It rebuilds DNA. |
| Option 3 | It promotes the production of beneficial free radicals. |
| Option 4 | It protects the nuclei of cells. |

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| **Question #** | **36** |
| **Kaplan QID** | **TRRE1875** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | The word *It* in the passage refers to |
| Correct Answer | 2 |
| Option 1 | vitamin E |
| Option 2 | glutathione peroxidase |
| Option 3 | hydrogen peroxide |
| Option 4 | water |

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| **Question #** | **37** |
| **Kaplan QID** | **TRCO1876** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. **~~+~~** Not all free radicals cause harm. **~~+~~** Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. **~~+~~** It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. **~~+~~** A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | However, this can be stopped by antioxidants, molecules that interact with free radicals before they can do significant damage. |
| Correct Answer | 4 |

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| **Question #** | **38** |
| **Kaplan QID** | **TRDM1877** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RDM |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   -->It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | In paragraph 4, the passage indicates that vitamin A and beta-carotene   An arrow [ ] marks paragraph 4. |
| Correct Answer | 3 |
| Option 1 | are the two most important antioxidants |
| Option 2 | are the primary defense against free radical related illnesses |
| Option 3 | are key antioxidants in the body's fight against disease |
| Option 4 | are the main targets of free radical scavengers |

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| **Question #** | **39** |
| **Kaplan QID** | **TRDT1878** |
| Passage ID (file name) | TRDE1865 |
| Question Type | Reading Comprehension |
| SkillCode | RDT |
| Listening Stimulus | Free Radicals\_4Antioxidants\_3 |
| Reading Passage | *Free Radicals and Antioxidants*  Free radicals are a product of normal metabolism whenever oxygen is used to convert food to energy. Oxygen is necessary to sustain life, but too much oxygen in the body's cells can lead to the production of free radicals. Free radicals are atoms, or groups of atoms, that contain at least one unpaired electron. Electrons are negatively charged particles that generally occur in pairs, which is a chemically stable arrangement. If an electron is not paired, another atom can easily bond with it, causing a chemical reaction. It is because free radicals join so readily with other compounds that they tend to cause dramatic changes in the body. They cause damage to cells, impair the immune system, and result in infections and various degenerative diseases, such as heart disease and cancer. In addition, free radical damage is believed by scientists to be a contributing factor to the aging process. It is possible that free radicals are formed in the body as a result of exposure to radiation, toxic chemicals and pollutants, or certain metabolic processes, such as the breakdown of stored fat molecules.   Normal biochemical processes lead to the formation of free radicals in small numbers, and when the body is in good health, they can be easily kept under control. Not all free radicals cause harm. Some are produced by the immune system and help to destroy viruses and bacteria. Others are needed to produce necessary hormones and enzymes. It is only when there is excessive free radical formation that damage occurs. Furthermore, too many free radicals actually stimulate the growth of additional ones, causing a chain reaction. A dangerous number of free radicals can change a cell's genetic code and lead to leukemia and other types of cancer, as well as numerous other diseases. In addition, free radicals can destroy protective cell membranes, and can lead to the retention of fluid, which is thought to be a factor in the aging process.   Antioxidants are benign molecules that can bind to free radicals, thus neutralizing them before they bind with other more dangerous molecules, preventing damage to the body. They can be thought of as free radical scavengers. In some cases, antioxidants can prevent the formation of free radicals. Antioxidants are vitamins, minerals, and enzymes, and are obtained primarily from foods such as whole grains, fresh fruits and vegetables, and herbs. Vitamin A, beta carotene, vitamins C and E, the mineral selenium, and the hormone melatonin are examples of substances with antioxidant properties, and are all readily available as supplements.   It is thought that a high intake of antioxidants protects the body from diseases such as cancer. Antioxidants also aid the body in its normal functioning. Vitamin A and beta-carotene are powerful free radical scavengers. They are necessary for healthy skin and in protecting mucous membranes. They help to defend against invading microorganisms and toxins, and promote the body's immune response. They can also destroy carcinogens, which are cancer-causing substances, lower cholesterol, and guard against heart disease and stroke. Some antioxidants interact with and protect other antioxidants. Vitamin C protects vitamin E against oxidation and from the harmful effects of copper and iron. Vitamin C, which is more potent in the presence of a bioflavonoid called hesperidin, can protect the brain and spinal cord, which tend to incur free radical damage. Vitamin C may also detoxify harmful substances, boost the immune system, and increase the synthesis of interferon, a natural antiviral. Vitamin E prevents the oxidation of lipids, which make up cell membranes, effectively protecting them from deterioration. It improves oxygen utilization, improves the immune response, assists in the prevention of cataracts, and may reduce the risk of coronary artery disease. However, new evidence suggests that zinc may be needed to maintain sufficient blood concentrations of vitamin E.   Selenium enhances the function of vitamin E, and is also a necessary component of the antioxidant enzyme glutathione peroxidase. This enzyme targets the free radical hydrogen peroxide and converts it into water. It guards blood cells in the heart, liver, and lungs, and stimulates antibody response to infection. Melatonin, which may be the most efficient free radical scavenger that has been identified thus far, can permeate any cell in the body and provide special protection for the nucleus, the central structure which contains the DNA, which enables a damaged cell to repair itself. |
| Stem / Prompt | Choose the phrases from the answer choices list and then match them to the category to which they relate. ***This question is worth 4 points.*** |
| Correct Answer | 1248379 |
| Option 1 | result in cellular damage |
| Option 2 | produce hormones and enzymes |
| Option 3 | found in food and vitamin supplements |
| Option 4 | are a natural by-product of metabolism |
| Option 5 | reproduce a cell's genetic code |
| Option 6 | convert food to energy |
| Option 7 | destroy carcinogens |
| Option 8 | produced by exposure to environmental toxins |
| Option 9 | stimulate the immune system to protect the body |

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| **Question #** | **1** |
| **Kaplan QID** | **TSFE1349** |
| Passage ID (file name) | TSFE1349 |
| Question Type | Speaking |
| SkillCode | SFE |
| Listening Stimulus | **Narrator:** Number One. For this task, you will be asked to speak about a topic that is familiar to you. You will hear a question. You will then have 15 seconds to prepare your response and 45 seconds to speak. |
| Stem / Prompt | **Narrator:** Describe your best friend and say what qualities that person has that you look for in a friend. Give details and examples to support your description. |

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| **Question #** | **2** |
| **Kaplan QID** | **TSOP1400** |
| Passage ID (file name) | TSOP1400 |
| Question Type | Speaking |
| SkillCode | SOP |
| Listening Stimulus | **Narrator:** Number Two. For this task, you will be asked to speak about a topic that is familiar to you. You will hear a question. You will then have 15 seconds to prepare your response and 45 seconds to speak. |
| Stem / Prompt | **Narrator:** Nowadays, many couples are choosing to have children later in life, sometimes in their thirties and forties. In your opinion, what is the best age for a couple to have children, and why? Include details and examples to support your opinion. |

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| **Question #** | **3** |
| **Kaplan QID** | **TSSS1389** |
| Passage ID (file name) | TSSS1389 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to two students discussing the announcement.   **Male student:** Now that's the most ridiculous idea I've read in a long time.   **Female student:** I'm surprised to hear you say that, Steve. You're the one who's been on a health kick lately.   **Male student:** Yeah, but that's my choice. I resent the university telling me what I should and shouldn't eat. And I bet most students on this campus feel the same way.   **Female student:** You didn't get so upset when they banned smoking on campus....   **Male student:** True, but that's because smoking affects the people around the smoker, so it's not the same thing. If I choose to eat junk food, that's different, I'm only hurting myself.   **Female student:** I think it's good for the college to encourage healthier lifestyles.   **Male student:** If they really want to do that, they should lower the fees to use the gym so more people will exercise.   **Female student:** I agree, they should do that too. But if the vending machines have healthier food, people won't get as fat to begin with. That's a good start, isn't it?   **Male student:** Maybe. But if I want to eat candy and potato chips, I should be able to. I have self-control, I can make my own decisions. My point is that the university is assuming that we all eat too much junk food, and that's just not true. |
| Reading Passage | **Announcement from Student Services**  Porter College has decided that beginning in January, vending machines located on campus will no longer be stocked with candy and junk food. Instead, they will offer a variety of nutritious snacks including cereal bars, fruit juice, sunflower seeds, apples, sliced low-fat cheese, and organic yogurt. The vending machines will continue to offer soup and warm beverages.   This change in policy reflects the school's strong commitment to the good health of the entire college community and puts the school in step with current thinking in the field of nutrition. |
| Stem / Prompt | **Narrator:** The man expresses his opinion of the announcement made by the student services office. State his opinion and explain the reasons he gives for holding that opinion. |
| Option 1 | **Narrator:** Number Three. For this task, you will read a short text and then listen to a dialogue about the same topic. You will hear a question about what you have read and heard. You will then have 30 seconds to prepare your response and 60 seconds to speak.     **Narrator:** Porter College is making a change in its vending machine policy. Read the announcement about the change. |

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| **Question #** | **4** |
| **Kaplan QID** | **TSSS1364** |
| Passage ID (file name) | TSSS1364 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on this topic in a marketing class.   **Professor (female):** So far, we've learned that brand image is an important part of a marketing strategy. The marketer's objective of building a strong bond between the buyer and the brand can be accomplished through a variety of ways. A common method is to associate the brand with a buyer's particular need. If the brand can be seen as fulfilling the buyer's need, while providing an illusion of a desired lifestyle, the company has created what's known as brand loyalty. And by associating buyers' needs with a pleasant mood, the buyers' will feel good when they purchase the product.   A company's ability to clearly differentiate its product from other similar products is achieved through creative advertising strategies. One famous shoe manufacturer, for example, took a simple product like running shoes and made the act of buying a pair of running shoes into a lifestyle choice. The company spent a lot of time and money to associate its brand of running shoes with a lifestyle of health and fitness. Many people around the world can now identify the company's trademarked symbol with its brand of running shoes. |
| Reading Passage | **Brand Image**  One of the most important ways to succeed in marketing is to create a strong, appealing brand image. A brand's image or personality is created through a consistent advertising strategy. A successful brand image is formed when a consumer can easily identify a company's product from other similar products. Marketers develop brand image by associating their product with a perceived lifestyle or the satisfaction of a particular need. The goal is for customers to insist on buying the company's product over others because of the strong relationship between the buyer and product. Sometimes a company is so successful in developing a strong brand identity, the brand takes on a personality and becomes a living entity. |
| Stem / Prompt | **Narrator:** The professor explains how brand image can be created. Using points and examples from the passage and the lecture, explain how companies use a brand image to influence a consumer's purchase decision. |
| Option 1 | **Narrator:** Number Four. For this task, you will read a short text and then hear a talk about the same topic. You will hear a question about what you have read and heard. After you hear the question, you will then have 30 seconds to prepare your response and 60 seconds to speak.     **Narrator:** Now read the passage about brand image. You have 45 seconds to read the passage. Begin reading now. |

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| **Question #** | **5** |
| **Kaplan QID** | **TSSO1379** |
| Passage ID (file name) | TSSO1379 |
| Question Type | Speaking |
| SkillCode | SSO |
| Listening Stimulus | **Narrator:** Number Five. For this task, you will listen to a dialogue. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.   **Narrator:** Now listen to a dialogue between two students.   **Male student:** Hey, Peggy. You seem upset. Is something wrong?   **Female student:** It's my new roommate Rosa. She's driving me nuts!   **Male student:** Really? She seems really nice.   **Female student:** She is really nice. She's too nice. That's the problem. She won't leave me alone. When I come home, she has dinner ready for us and she expects me to sit down and eat with her. I mean she's a really good cook and all, but...   **Male student:** I wish my roommate could cook -   **Female student:** But I just don't have time to have dinner with her. And, and sometimes I just want to be alone.   **Male student:** You're not home that much. What's the harm in having dinner with your roommate once in a while?   **Female student:** That's the least of it, Martin. Every time I go out with my friends, she insists on tagging along. I let her come the first few times, but now she's getting annoying. She's worse than my little sister!   **Male student:** Poor thing. Sounds like she's really lonely.   **Female student:** I know she is. She just transferred here from a small school in the Midwest. She was living at home, and she comes from a big family. I know she's having a hard time adjusting, so I feel guilty saying anything to her, but I've really had it!   **Male student:** Maybe you could compromise with her. Explain to her you have a really hectic schedule and don't have much time, but maybe set aside one night a week to do stuff together. You might even find you get to like her.   **Female student:** Hmmm. Maybe.   **Male student:** I have another idea. A new girl's just moved in across the hall from me. I think she's a transfer student, too. Maybe we could introduce them. Who knows? They might hit it off.   **Female student:** You think? I guess it's worth a shot.... |
| Stem / Prompt | **Narrator:** The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why. |

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| **Question #** | **6** |
| **Kaplan QID** | **TSSI1110** |
| Passage ID (file name) | TSSI1110 |
| Question Type | Speaking |
| SkillCode | SSI |
| Listening Stimulus | **Narrator:** Number Six. For this task, you will hear a short academic talk. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.   **Narrator:** Now listen to part of a talk in an ecology class.   **Professor (male):** When you read about the environment in the newspapers or see something about it on TV, much of it seems to be bad news. I think there's more than one reason for this. First, I think it has a lot to do with the nature of the media. In some ways, bad news is what sells newspapers. What we expect from the media is reports about accidents, disasters, wars and so on, so that's pretty much what we get from them. It's a sort of vicious cycle - we expect bad news, so that's what we're given leading us to expect more bad news. Bad news about the environment is actually good news for the media.   Another reason that much of the news we hear about the environment is negative has to do with the nature of scientific research. What I mean by this is that we're not so interested in what's going right, but rather what's going wrong, that is, we want - we need - to find out about current environmental risks or problems, or what could be environmental risks or problems in the future. Research that shows that there's not a problem or that there is no evidence to connect a potential risk with a disease - or in our case, an environmental problem, umm... this is often never published, because no one's interested in reading it. We're much more likely to read an article or watch a TV news report that tells us that something's wrong, rather than one that says everything's okay.   And the other point is perhaps that scientists themselves have a vested interest in having something to research. Current issues tend to attract research funding. Global warming is a recent example of this. So, the researchers have every interest in keeping the issue in the public's mind. I'm not saying that they make up the evidence - I'm sure they don't - but by sounding the alarm, by constantly reminding us that Earth's climate is heating up, or the oceans are polluted, or the rain forests are disappearing - or whatever - by feeding us bad news, we as concerned citizens pressure our governments to keep researching the problems, to keep looking for solutions.   There's a lot of good news about the environment, but it tends to be underreported because it's not what the public wants to hear. |
| Stem / Prompt | **Narrator:** Using points and examples from the talk, explain why news about the environment is often negative. |

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| **Question #** | **1** |
| **Kaplan QID** | **TWSC2036** |
| Passage ID (file name) | TWSC2036 |
| Question Type | Writing |
| SkillCode | WSC |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on the topic you just read about.   **Professor (female):** There are many reasons why I don't call myself a constructivist. To begin with, let's just look at something we'll all agree constitutes the cornerstone of constructivism: the idea that reality is personally constructed, that there is no fixed external reality, that we can't know nature because we see it through the distorting lens of our own senses.   My problem with this viewpoint is that it simply shows no understanding of our nervous system. Humans around the world tend to perceive the world in the same form and process reality with very similar results. If we didn't, how would we be able to drive a car in heavy traffic? Our nervous system has evolved so that it can perceive nature as precisely as possible. You know, if it hadn't, we probably wouldn't have survived as a species.   Let me give you an alternative to the constructivist worldview. There has been a recent interest in the field of psychology in something called "human universals." What is a universal? It's a trait that is present in all individuals, all societies, all cultures, all languages.   You know, people tend to do many of the same things in many different parts of the planet. The fact that there are so many universals suggests that the human brain and nervous system are predisposed to learn about their environment in very similar ways. It also implies that some kind of, uh, concrete reality exists and has been the frame of reference that has allowed our brains and neural systems to evolve! So, far from individually constructing reality, we have actually depended on the fixed nature of reality for our survival and evolution. |
| Reading Passage | Constructivism is a philosophy that views knowledge as something each of us creates, rather than something that exists in the physical world. Perhaps the best way to understand it is to describe how it evolved from other learning theories in the 20th century.   In the early 20th century, behaviorism dominated educational theories. Behaviorists held that the scientific study of psychology must restrict itself to the study of observable behaviors - stimulus and response. Behaviorists viewed learning as a process of stimulating learners to behave differently. When learners demonstrated new behaviors, learning was assumed to have occurred.   The limitation of behaviorism is that it did not address what happened inside learners' minds. In response to this limitation, cognitive psychology emerged in the 1950s. Cognitivists were concerned not so much with behavioral responses, but rather with how people learned. The mental processes involved in learning were, and continue to be, the focus of most cognitivist research.   Constructivism takes the cognitivist focus on the mind one step further. According to constructivists, knowledge is something each person "constructs" based on personal experiences. Reality is different for each person. Education, therefore, is never a matter of teaching one objective "truth." Rather, it is a matter of helping people arrive at their own personal constructions of reality.   In contrast to both behaviorism and early cognitivism, constructivism is not an objectivist theory in which "truth" is viewed as external to the learner, with the mind acting to process input from reality. Constructivism presents a new view of how reality is perceived. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning is simply the process of adjusting our mental models to accommodate new experiences. Thus, constructivism implies entirely new roles for teachers and students. |
| Stem / Prompt | Summarize the points made in the talk you just heard, comparing the speaker's views on constructivism to the views expressed in the reading. |
| Sample Response | The speaker feels that in constructivism, reality is constructed by personal experience and there is no external reality that already existed beforehand. She cites recent studies in psychology on "human universals", which is a term for a theory that there are traits that humans have inherently in common with each other, regardless of culture and language. The reading suggests that constructivism comes from learning through personal experience. The way reality is perceived comes from the individual's personal encounter with a situation and the rules and models that are learned. Adjusting these rules and models to accommodate new experiences is defined as the process of learning, according to the reading.   The lecture maintains that humans are predisposed to learn things in a similar way because there is an evolution of thought from previous generation's encounters. So there is a reality inside us that is fixed and this is what we have counted on for our survival and emotional response. |

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| **Question #** | **2** |
| **Kaplan QID** | **TWOP1557** |
| Passage ID (file name) | TWOP1557 |
| Question Type | Writing |
| SkillCode | WOP |
| Stem / Prompt | Which one person from history would you like to meet? Give specific reasons for your choice. |
| Sample Response | For me, someone that I would have enjoyed meeting would be a person who had an extraordinary career in the music business. His name was Tom Dowd. He was a recording engineer and producer for a famous record company in the 1950's and 60's. His influence is on legendary records by these great artists: Ray Charles, Aretha Franklin, Otis Redding, John Coltrane, Dizzy Gillespie, Thelonius Monk, Cream, Rod Stewart, Lynyrd Skynyrd, The Allman Brothers Band, and countless other musicians who became very well-known. His single hand caused a revolution in the recording process, going from stereo recording to multi-track recording consoles which enabled parts to be recorded and mixed separately. I would love to discuss with him the experience of working with these incredible artists and how he was able to handle the remarkable talent that came through the studio and produce these classic recordings that have stood the test of time.   But his entire life story is extraordinary. Before he even started as a recording engineer, his aptitude in mathematics and science when he was a teenager was noted by the military and he was drafted into the army.   His work for the army was at Columbia University and he was part of the team that designed the Manhattan Project. He was part of the first group to oversee atomic bomb testing in the Pacific. It would be interesting to hear about those experiences and how it affected his views. Being in New York enabled him to start to pursue work as a recording engineer. This was during the 1950's where the technology was in its beginning. His work developing new recording technology changed the way music was recorded. But primarily, I would be riveted by the stories about records that he worked on and how he and the artists developed such a unique sound that became famous as his sound and made the record company famous as well. |