**Kaplan Progress Test 8 (#7) -- 1/6/2014**

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE1542** |
| Passage ID (file name) | TLDE1542 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a staff member at the school newspaper.   **FEMALE STUDENT:** How much does it cost to place an ad in the school paper?   **MALE STAFF MEMBER:** Ads are sold by number of words. The first ten words are three dollars, and every word after that is ten cents. What kind of ad were you thinking of?   **FEMALE STUDENT:** I need to find a roommate immediately.   **MALE STAFF MEMBER:** Off-campus housing?   **FEMALE STUDENT:** Yes... I had a roommate but she's transferring to another college, so by this weekend, one of my two bedrooms will be vacant.   **MALE STAFF MEMBER:** Then I assume you’d like the ad to run immediately?   **FEMALE STUDENT:** Yes, I would. When will it appear if I place it today?   **MALE STAFF MEMBER:** Um, fortunately, the cutoff for ads is this afternoon at three. After that, the paper goes to press for distribution on Monday morning all over the campus.   **FEMALE STUDENT:** Whew, it's twenty to three now. I just made it. So that means I might get some phone calls next week.   **MALE STAFF MEMBER:** Very possibly. For your sake, I hope so. Now, would you like to fill out a form? Please write one word per box, and um, be sure to write neatly. Do you need a pen?   **FEMALE STUDENT:** No, I have one...um, am I limited to a particular number of words?   **MALE STAFF MEMBER:** No, not at all. You could even place a full-page ad if you wanted to.   **FEMALE STUDENT:** I'm not that desperate!   **MALE STAFF MEMBER:** It depends on what you want to pay, how many times you want the ad to run.... Would you like it for just one week? Or perhaps two?   **FEMALE STUDENT:** I think I'll just run it once and see what happens. I can always come back next Thursday and place it again, if I have to.   **MALE STAFF MEMBER:** I’d also suggest that you check out the Student Activities Office - they have a notice board that students can use to advertise for roommates, jobs, things for sale....   **FEMALE STUDENT:** Really? I had no idea. Is it free to post notices?   **MALE STAFF MEMBER:** Yes, it is, as long as you’re a student at the university.   **FEMALE STUDENT:** Okay, well I’ll go ahead and place my ad in the paper, but I’ll also go check out that notice board. Thanks for the tip!   **MALE STAFF MEMBER:** Not a problem. Glad I could help.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why is the student advertising? |
| Correct Answer | 2 |
| Option 1 | To trade music CDs |
| Option 2 | To get a roommate |
| Option 3 | To sell her car |
| Option 4 | To hire a tutor |

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| **Question #** | **2** |
| **Kaplan QID** | **TLDE1543** |
| Passage ID (file name) | TLDE1542 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the man tell the student? |
| Correct Answer | 4 |
| Option 1 | She is in the wrong office. |
| Option 2 | She can get a discount if she places her ad for two weeks. |
| Option 3 | She is too late to place an ad for that week. |
| Option 4 | She can place a free ad on a notice board. |

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| **Question #** | **3** |
| **Kaplan QID** | **TLIM1544** |
| Passage ID (file name) | TLDE1542 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **FEMALE STUDENT:** Whew, it's twenty to three now. I just made it. So that means I might get some phone calls next week.  What does the student mean when she says this:  **FEMALE STUDENT:** I just made it. |
| Stem / Prompt | What does the student mean when she says this: |
| Correct Answer | 3 |
| Option 1 | She has just finished writing her newspaper ad. |
| Option 2 | She will return later to place her newspaper ad. |
| Option 3 | She will be able to place her ad in the newspaper. |
| Option 4 | She has just enough money to pay for her newspaper ad. |

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| **Question #** | **4** |
| **Kaplan QID** | **TLIN1545** |
| Passage ID (file name) | TLDE1542 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What will the student probably do next? |
| Correct Answer | 4 |
| Option 1 | Prepare her ad at home |
| Option 2 | Show her student ID to the man |
| Option 3 | Type her ad into the computer |
| Option 4 | Go to the Student Activities Office |

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| **Question #** | **5** |
| **Kaplan QID** | **TLIM1546** |
| Passage ID (file name) | TLDE1542 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **MALE STAFF MEMBER:** Um, fortunately, the cutoff for ads is this afternoon at three. After that, the paper goes to press for distribution on Monday morning all over the campus. |
| Stem / Prompt | What can be inferred about ads for Monday’s newspaper? |
| Correct Answer | 2 |
| Option 1 | They have already been printed. |
| Option 2 | They must be submitted before 3:00 p.m. |
| Option 3 | They do not usually get many responses. |
| Option 4 | They are less expensive than ads that run on weekends. |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE1637** |
| Passage ID (file name) | TLDE1637 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a department chairman.   **Department Chairman:** Come on in, Helen. Have a seat. Thanks for stopping by today.   **Female Student:** No problem, Professor Taylor. Your secretary called to say you wanted to see me?   **Department Chairman:** Yes, indeed. You will be receiving a letter about this in the mail shortly, but I wanted to be the first to tell you.   **Female Student:** Uh... I hope it's not bad news.   **Department Chairman:** On the contrary. Do you remember that essay contest you entered several weeks ago?   **Female Student:** Oh yes. You mean the paper I wrote on Charles Dickens' social vision in three of his novels?   **Department Chairman:** That's the one. Well, I'm happy to tell you that it was selected as the best essay in the competition -   **Female Student:** Oh, that's wonderful!   **Department Chairman:** And you will be receiving a cash prize and a certificate at the graduation ceremony in May.   **Female Student:** Oh, thank you, Professor Taylor. I, uh, I don't know what to say.   **Department Chairman:** Well, you certainly said all the right things in your essay. The Committee who reviewed the submissions felt it was outstanding.   **Female Student:** I’m, I'm still speechless. I just never thought... I mean, we have so many good students.   **Department Chairman:** Of course we do, but your essay was beautifully crafted, with fine style and expression.   **Female Student:** I tried, Professor Taylor. And I did a lot of research - after all, there's so much material already out there on Dickens.   **Department Chairman:** There certainly is, and it's easy to be redundant. Many students just rehash what has already been said by other scholars. But the Committee felt that you made some unique insights.   **Female Student:** I tried to apply Dickens' Victorian views to our world.   **Department Chairman:** Exactly. You certainly succeeded in pointing out why Dickens is really so timeless, even though his language bores so many students.   **Female Student:** Not me. I want to read every one of Dickens' novels and short stories. I'm actually planning a trip to London this summer to see some of his residences and maybe I'll pick up some first editions.   **Department Chairman:** That might be expensive.   **Female Student:** At least I can dream about it.   **Department Chairman:** Well, perhaps your award of three hundred dollars can help toward achieving your dream.   **Female Student:** Wow! Three hundred for an essay! I'm definitely saving that for my trip.   **Department Chairman:** All of what I'm saying will be in the letter, but again, I just had to tell you about it myself. I knew you had a great writing talent when you were in my class last year, and you certainly outdid yourself this time.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why did the student go to see the professor? |
| Correct Answer | 1 |
| Option 1 | She was asked to come in. |
| Option 2 | She had a favor to ask him. |
| Option 3 | She needed to turn in an essay. |
| Option 4 | She wanted help with an assignment. |

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| **Question #** | **7** |
| **Kaplan QID** | **TLDE1638** |
| Passage ID (file name) | TLDE1637 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What was the subject area of the student's essay? |
| Correct Answer | 1 |
| Option 1 | Literature |
| Option 2 | Science |
| Option 3 | Art History |
| Option 4 | Psychology |

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| **Question #** | **8** |
| **Kaplan QID** | **TLIN1639** |
| Passage ID (file name) | TLDE1637 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What did the committee think about the student's essay? |
| Correct Answer | 3 |
| Option 1 | It repeated what other scholars have said on the topic. |
| Option 2 | It discussed an author who has rarely been studied. |
| Option 3 | It presented a unique perspective on the subject. |
| Option 4 | It had more errors than the other papers they read. |

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| **Question #** | **9** |
| **Kaplan QID** | **TLIM1640** |
| Passage ID (file name) | TLDE1637 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **Department Chairman:** Many students just rehash what has already been said by other scholars. |
| Stem / Prompt | What does the chairman mean? |
| Correct Answer | 2 |
| Option 1 | Many students do not read all the assignments. |
| Option 2 | Many students are unable to do original work. |
| Option 3 | Many students cannot write very well. |
| Option 4 | Many students fail to turn their papers in on time. |

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| **Question #** | **10** |
| **Kaplan QID** | **TLDE1641** |
| Passage ID (file name) | TLDE1637 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why will the student go to London? |
| Correct Answer | 2 |
| Option 1 | She won a trip in an essay contest. |
| Option 2 | She wants to learn more about an author. |
| Option 3 | She plans to continue her education there. |
| Option 4 | She received the trip as a graduation present. |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI1274** |
| Passage ID (file name) | TLMI1274 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a zoology class.   **FEMALE PROFESSOR:** Okay, last time we went over the four distinct groups of Crocodilians   .... They are alligators, crocodiles, caimans, and gharials. Uh, in the United States, there's only one species of crocodile... called Crocodilus, and one species of alligator... called... does anyone remember? Anyone?   **FEMALE STUDENT:** Uh, Alligator mississippiensis? The common American alligator?   **Professor:** Good. Thanks, Karen. Glad to see someone was listening.   Okay, a few facts about the anatomy and physiology of the American alligator: hatchling alligators are only about six to eight inches long, but they grow to an astounding thirteen feet, uh, with an average weight of six hundred pounds. The largest alligator ever measured came in at nineteen feet and two inches. That's an enormous animal.   But, um, I think what is even more impressive are the jaws of the alligator, which are lined with eighty sharp teeth. They have massive jaw musculature and the crushing power of three hundred pounds per square inch. Now, you might think these reptiles are slow - after all, they have short legs - but remarkably, they use a "high walk" technique... yes, you should make a note of that - this "high walk" technique allows them to run on their toes while they lift their tails up off the ground. Alligators have been known to run in the "high walk" mode at an impressive thirty miles per hour.   Now, these three things... um, number one - massive size, number two - crushing jaw musculature, and number three - the ability to travel rapidly on land and in water, make them, um, an object of fear among humans. And as we know, when humans are afraid, that often means that whole animal populations are at risk of extermination.   That certainly has been the case with the alligator, which was so heavily hunted in Florida that in 1967, alligators were added to the U.S. Fish and Wildlife, uh, Endangered Species List. But the relationship between humans and alligators in Florida is, shall we say, complicated.   On one hand, alligators are an essential part of the Florida economy. Alligator farming produces a hundred and fifteen thousand skins every year and more than thirty-three thousand pounds of meat. On top of that, tourists come from all over to go on guided tours of swamps where they can see alligators in their natural habitat.   You know, alligators have also been instrumental in supporting the fishing industry -   **MALE STUDENT:** Really? But don't alligators eat a lot of fish?   **Professor:** Yes, they do. But it's the type of fish that matters. See, alligators eat a type of fish that is called the "gar." The gar is a predator of bass, and bass, as any fishing enthusiast knows, are essential for the success of the fishing industry. So, you can see that alligators are an important part of both Florida's ecology and its economy.   But this relationship, as I've said, is, uh, at best complex and often controversial. Um, it's estimated that a thousand people move to Florida every day. As people move into land that was once inhabited by alligators, there is bound to be an increase in alligator-to-human contact... and some of that contact is going to be um, physical, if not violent, for both humans and alligators.   Can anyone give me an example of how the increasing population in Florida has influenced the ecology substantially?   **Female student:** Um, yeah...in Lake Apopka...uh, in Orlando. Large amounts of pesticides were dumped into the lake and it produced generations of reproductive abnormalities.   **Male student:** Yeah... was that where the alligators weighed hundreds of pounds less than alligators in other places?   **Female student:** Yeah, but that was just one of the fallouts from the poisoning. It's been devastating for the ecological habitats.   **Professor:** That's right. What's another example of what happens when human populations move into previously uninhabited lands?   **Male student:** Well, there's the Everglades National Park example.   **Professor:** Okay, what about it?   **Male student:** It's the largest subtropical wilderness in the country, and, uh, when humans moved into the park, they diverted waterways with canals and levees and disturbed the feeding and nesting cycles of many of the animals....   **Professor:** And as a result... ?   **Male student:** Several species are facing potential extinction.   **Professor:** Good. So what is the lesson here? That alligators are dangerous to humans? From 1973 to 1990, there were only a hundred and twenty-seven alligator attacks and only five human deaths. Now compare those numbers to the thousands of alligators killed for meat and hides, or flushed out of their natural habitat by the growing human population. Think about this: the alligator survived for two hundred million years, outliving the dinosaurs, but the question now is, how long can the alligator survive living with humans?   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is this talk mainly about? |
| Correct Answer | 3 |
| Option 1 | The evolution of alligators |
| Option 2 | The relationship between alligators and fish |
| Option 3 | The relationship between humans and alligators |
| Option 4 | The steps being taken to protect alligator environments |

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| **Question #** | **12** |
| **Kaplan QID** | **TLRF1275** |
| Passage ID (file name) | TLMI1274 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** Does anyone remember? Anyone?   **Female student:** Uh, Alligator mississippiensis? The common American alligator?   **Professor:** Good. Thanks, Karen. Glad to see someone was listening.  Why does the professor say this:  **Professor:** Glad to see someone was listening. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 4 |
| Option 1 | To introduce the students to a new topic |
| Option 2 | To remind the students to pay attention |
| Option 3 | To encourage other students to answer more often |
| Option 4 | To praise the student who responded to the question |

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| **Question #** | **13** |
| **Kaplan QID** | **TLDE1276** |
| Passage ID (file name) | TLMI1274 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, why do people fear alligators? |
| Correct Answer | 4 |
| Option 1 | Hundreds of people are attacked by alligators each year. |
| Option 2 | Many people believe that alligators hurt tourism and industry. |
| Option 3 | Popular culture portrays alligators as monsters. |
| Option 4 | Many people are intimidated by alligators' strength and size. |

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| **Question #** | **14** |
| **Kaplan QID** | **TLII1277** |
| Passage ID (file name) | TLMI1274 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | In the talk, the professor described some problems facing alligators. Indicate whether each of the following is mentioned as one of those problems. |
| Correct Answer | 135 |
| Option 1 | Their living areas are being disturbed. |
| Option 2 | Their food supply is disappearing. |
| Option 3 | Pesticides affect their ability to reproduce. |
| Option 4 | People are hunting them for sport. |
| Option 5 | They are killed for their meat and hides. |

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| **Question #** | **15** |
| **Kaplan QID** | **TLDM1278** |
| Passage ID (file name) | TLMI1274 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | What does the professor say about the population of Florida? |
| Correct Answer | 2 |
| Option 1 | It is becoming more hostile to alligators. |
| Option 2 | It is increasing rapidly. |
| Option 3 | It is dependent on tourism. |
| Option 4 | It is doing more to understand alligators. |

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| **Question #** | **16** |
| **Kaplan QID** | **TLIN1279** |
| Passage ID (file name) | TLMI1274 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred about the professor's attitude toward alligators? |
| Correct Answer | 1 |
| Option 1 | She believes that people pose a threat to alligators. |
| Option 2 | She thinks that some species of alligators will soon become extinct. |
| Option 3 | She thinks that eating alligator meat is wrong. |
| Option 4 | She believes that people and alligators can coexist peacefully. |

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| **Question #** | **17** |
| **Kaplan QID** | **TLMI1720** |
| Passage ID (file name) | TLMI1720 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a literature class.   **FEMALE PROFESSOR:** Let's look at another form of oral storytelling. We've already discussed the fact that Homer's poetic epics were passed down through the centuries by oral recitations - people memorized the stories and recited them to one another.   When Homer wrote *The Odyssey*, he used formulaic verbal patterns that made them easier to remember. So you can see that oral forms of literature have been around for a really long time. Can you think of another example of when this oral or spoken form of literature has been used? Anybody? Hmm... let me ask this another way: Do any of you have examples of stories, poems, anything that you or someone you know learned by hearing rather than reading?   **MALE STUDENT:** You mean like, nursery rhymes? Like *Hickery Dickery Dock*... ?   **FEMALE STUDENT:** ... What about *Jack and Jill*... or *Humpty-Dumpty*?   **FEMALE PROFESSOR:** Exactly. You probably heard them from your parents - and they probably remember them from when they were children. Most of them are in books now, but, originally, they were examples of folktales - you know, traditional songs, chants, and rhymes - all part of the oral tradition of storytelling. Just like Homer's stories.   Some Native American languages, for example, have only been written down for about 50 years. I'd say that's fairly contemporary. But Native American culture is rich with literature of all forms including poetry, drama, non-fiction, and fiction. In many cultures, traditional stories, or what anthropologists like to call legends or myths are - or were originally - considered sacred. They often represented themes about human existence: themes like where we come from, how we should live.... Some also offer suggestions about how we should deal with the tragedies of life, and they remind us to be thankful for what we have. There are stories that answer questions about natural phenomena and behavior. Finally, remember that traditional indigenous peoples had no TV or books; so stories were one of their main forms of entertainment.   In the Navajo culture, for example, the oral tradition was treasured and passed down from generation to generation by those who were gifted with the skill to recite and retell this vast oral canon. Of course some of these stories have now been written down, despite obstacles of translation, and they have become classic examples of the oral genre. Now, other than the lack of a written language, Native American cultures feature rituals that are not typically shared with outsiders. This makes it even harder for people who are not part of the culture to fully understand Native American tribes' stories. However, we can get a basic idea of the stories from some of the translations that have been made - especially when those translations are made by people who are fluent in both languages and cultures.   For example, Leslie Marmon Silko, who wrote the novels *Ceremony* and *Gardens in the Dunes*, is a modern day example of this mixture of languages and cultures. Writers like Marmon Silko - who come from both cultures - can provide the most accurate retelling of these stories.   Born 1948 in Albuquerque, New Mexico, of mixed ancestry - by her own description she is Laguna, Pueblo, Mexican, and white - Marmon Silko grew up on the Laguna Pueblo Reservation, where members of her family had lived for generations, and where she learned traditional stories and legends from her female relatives.   Now, in the Pueblo, people are communal. The education of the children is done within the community. Each child belongs to everybody and much of the teaching is done by telling stories.   **MALE STUDENT:** That's great that everyone pitches in with raising the children. Sounds a little like Hillary Clinton's book, *It Takes a Village*.   **FEMALE PROFESSOR:** Right. Exactly. So, like I said, for these tribes, all information - scientific, technological, historical, religious - it's remembered and passed down in narrative form - you know, in the form of stories. Marmon Silko began writing when she was at the University of New Mexico. Her professor asked the students to write poetry or a story, and she wrote about growing up on the Laguna Pueblo Reservation and about the stories she had been told as a child.   Thanks to people like Marmon Silko who live in two cultures, there are now anthologies of Native American stories and poetry that have been translated into English and published. There are also tales that we classify as fictional short stories. Next week, we'll be looking at one of them. I think the most widely published story is the tale of *The Star Husband*. It's a wonderful story about two friends who were Otoe Native Americans of Nebraska and I think you'll all really enjoy it.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk about? |
| Correct Answer | 3 |
| Option 1 | Navajo stories |
| Option 2 | Nursery rhymes |
| Option 3 | Oral storytelling |
| Option 4 | Native American culture |

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| **Question #** | **18** |
| **Kaplan QID** | **TLRF1721** |
| Passage ID (file name) | TLMI1720 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE PROFESSOR:** Can you think of another example of when this oral or spoken form of literature has been used? Anybody? Hmm...let me ask this another way: Do any of you have examples of stories, poems, anything that you or someone you know learned by hearing rather than reading?  Why does the professor say this:  **FEMALE PROFESSOR:** Anybody? |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 2 |
| Option 1 | To signal that she is about to change topics |
| Option 2 | Because no one has answered her question |
| Option 3 | Because she is looking for a particular student |
| Option 4 | To show that she does not expect anyone to answer |

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| **Question #** | **19** |
| **Kaplan QID** | **TLDE1722** |
| Passage ID (file name) | TLMI1720 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following is NOT mentioned as a common theme in Native American oral stories? |
| Correct Answer | 2 |
| Option 1 | How people should live |
| Option 2 | Tales about sacred mountains |
| Option 3 | Tales about natural phenomena |
| Option 4 | Being thankful for life's blessings |

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| **Question #** | **20** |
| **Kaplan QID** | **TLDE1723** |
| Passage ID (file name) | TLMI1720 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why does the professor mention Marmon Silko's time at the university? |
| Correct Answer | 1 |
| Option 1 | Because that is where she began to write stories and poetry |
| Option 2 | Because that is where she first encountered Native American culture |
| Option 3 | Because most of her writing is about her time at the university |
| Option 4 | Because she was the first Native American women to attend classes there |

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| **Question #** | **21** |
| **Kaplan QID** | **TLRF1724** |
| Passage ID (file name) | TLMI1720 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE PROFESSOR:** Thanks to people like Marmon Silko who live in two cultures, there are now anthologies of Native American stories and poetry that have been translated into English and published.  Why does the professor say this:  **FEMALE PROFESSOR:** Thanks to people like Marmon Silko... |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | To thank Marmon Silko for coming to class |
| Option 2 | To show that she appreciates great works of literature |
| Option 3 | To emphasize the value of Marmon Silko's work |
| Option 4 | To offer her own interpretation of Native American stories |

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| **Question #** | **22** |
| **Kaplan QID** | **TLIE1725** |
| Passage ID (file name) | TLMI1720 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE STUDENT:** That's great that everyone pitches in with raising the children.  What does the student mean when he says this:  **MALE STUDENT:** That's great that everyone pitches in... |
| Stem / Prompt | What does the student mean when he says this: |
| Correct Answer | 3 |
| Option 1 | Everyone should tell stories to their children. |
| Option 2 | Children enjoy playing with adults. |
| Option 3 | Neighbors help take care of each other's children. |
| Option 4 | Families should spend time with their neighbors. |

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| **Question #** | **23** |
| **Kaplan QID** | **TLMI1726** |
| Passage ID (file name) | TLMI1726 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a chemistry class.   **MALE PROFESSOR:** Now, let's turn our attention to the ozone layer. The ozone layer is an extremely important region of Earth's atmosphere. Ah, it ranges from twelve to thirty miles above the earth's surface, and ah, contains ninety percent of Earth's ozone. Ozone is another less common, but more reactive form of molecular oxygen. One of the primary ways ozone is created is when oxygen absorbs ultraviolet radiation from the sun. Once formed, ozone molecules don't last long. Let's look at this all in a little more detail.   The most common form of oxygen in the atmosphere is so-called oh-two, that is, two atoms of oxygen bound together. Ozone is what's known as oh-three - a molecule of three atoms of oxygen bound together. Now, ozone is created when oh-two absorbs ultraviolet radiation from the sun, which splits it into two single oxygen atoms. These single oxygen atoms don't stay single for very long - almost immediately after they're formed, they join other single atoms of oxygen to form new oh-two molecules, or they bind to other compounds in the atmosphere. A very few of these free oxygen atoms bind to oh-two to create oh-three, or ozone.   Out of every ten million molecules of air, there are about two million oh-two molecules, but only three *[emphatically]* are ozone molecules. But this small amount of ozone plays a key role in making life on Earth possible, by absorbing ultraviolet radiation. *[pause]*   The ozone layer absorbs ultraviolet radiation from the sun, and acts as a shield - it protects living things from the harmful effects of the sun's ultraviolet radiation. But the same characteristic of ozone that makes it so valuable, its ability to absorb ultraviolet radiation, also causes its destruction.   When an ozone molecule is exposed to ultraviolet energy it may break down into a single free oxygen atom and a molecule of oh-two. The free oxygen atom may then combine with an oh-two molecule, creating another ozone molecule, or it may take an oxygen atom from an existing ozone molecule to create two oh-two molecules. Ozone molecules are constantly formed and destroyed in the upper atmosphere, in a region we call the stratosphere.   So, we've established that ozone is important in absorbing ultraviolet radiation. The problem is this: The ozone layer is getting thinner. A thin ozone layer allows more ultraviolet radiation to reach the Earth's surface. The less ozone there is, the worse things can get for living things. Plant and animal life as we know it can not survive in the presence of high levels of ultraviolet radiation. For people, overexposure can lead to health problems like skin cancer, cataracts, and weakened immune systems. Increased ultraviolet radiation can also lead to reduced crop yields and to disruptions in the marine food chain.   So what's causing the thinning of the ozone layer? Going back to the early 1930s, chlorofluorocarbons - you know these as, CFCs *[Pause]* - these are compounds that contain carbon, chlorine, and fluorine. Anyway, CFCs were used in a variety of industrial and household applications. At first, these substances seemed like wonderful things: CFCs are non-toxic, non-flammable, non-reactive with other chemical compounds, and inexpensive to produce. These desirable characteristics made them ideal for many applications - such as coolants for commercial and home refrigeration units, aerosol propellants, and solvents for cleaning electronic components.   However, back in the 1970s, scientists discovered that CFCs posed a threat to the ozone layer. They found that even though CFCs are heavier than air, and virtually non-reactive in the lower atmosphere, winds were carrying them into the stratosphere, which exposed them to ultraviolet radiation from the sun. Ultraviolet radiation from the sun caused CFCs to lose chlorine atoms. Now the real problem is that these free chlorine atoms react rapidly with ozone and start a chemical cycle of ozone destruction. One free chlorine atom can cause the breakup of more than a hundred thousand ozone molecules. And not only that, chlorine has a stronger attraction for free oxygen - single oxygen atoms - than oh-two does. What this means is that chlorine is able to bind to the single oxygen atoms and make them unavailable for ozone formation.   Although large amounts of chlorine are also generated from swimming pools, industrial plants, sea salt, and volcanoes, chlorine compounds from these sources don't usually reach the stratosphere. The chlorine compounds from these sources readily dissolve in water and fall to the earth in rain or snow. In contrast, CFCs are very stable. They don't dissolve in water, so there are no natural processes that remove CFCs from the atmosphere. The very lack of reactivity that makes them commercially useful also allows them to survive in the atmosphere and make their way into the stratosphere. Several million tons of CFCs are estimated to be present in the atmosphere right now - all of them a direct result of human activity.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 2 |
| Option 1 | Why ozone is a rare substance in nature |
| Option 2 | How ozone is formed and destroyed |
| Option 3 | The way that atmospheric ozone is measured |
| Option 4 | The effects of chlorine on ozone |

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| **Question #** | **24** |
| **Kaplan QID** | **TLDE1727** |
| Passage ID (file name) | TLMI1726 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, which of the following are true regarding ozone formation? |
| Correct Answer | 23 |
| Option 1 | It is formed more quickly at low temperatures. |
| Option 2 | It is generally formed in the stratosphere. |
| Option 3 | It is formed when O2 is exposed to ultraviolet radiation. |
| Option 4 | It is formed when O3 combines with O2. |

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| **Question #** | **25** |
| **Kaplan QID** | **TLIM1728** |
| Passage ID (file name) | TLMI1726 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Stem / Prompt | What does the professor imply regarding the ozone layer? |
| Correct Answer | 3 |
| Option 1 | The ozone layer also plays an important role in global warming. |
| Option 2 | By the end of the decade, the ozone layer will be 50 percent thinner than it is today. |
| Option 3 | Human activity is most responsible for the thinning of the ozone layer. |
| Option 4 | Some scientists do not agree that CFCs harm the ozone layer. |

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| **Question #** | **26** |
| **Kaplan QID** | **TLDE1729** |
| Passage ID (file name) | TLMI1726 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, which of the following is true of CFCs? |
| Correct Answer | 3 |
| Option 1 | They are highly poisonous to humans. |
| Option 2 | They can easily be dissolved in water. |
| Option 3 | They release chlorine when exposed to ultraviolet radiation. |
| Option 4 | They have been banned in most countries since the early 1970s. |

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| **Question #** | **27** |
| **Kaplan QID** | **TLRF1730** |
| Passage ID (file name) | TLMI1726 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **MALE PROFESSOR:** One of the primary ways ozone is created is when oxygen absorbs ultraviolet radiation from the sun. Once formed, ozone molecules don't last long. Let's look at this all in a little more detail.  Why does the professor say this:  **MALE PROFESSOR:** Let's look at this all in a little more detail. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 1 |
| Option 1 | To indicate that he plans to discuss ozone more deeply |
| Option 2 | To make sure students watch the experiment he is about to perform |
| Option 3 | To show students the effects of ultraviolet radiation on ozone |
| Option 4 | To give an example of how ozone is formed |

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| **Question #** | **28** |
| **Kaplan QID** | **TLII1731** |
| Passage ID (file name) | TLMI1726 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | Which of the following properties of free oxygen does the professor discuss? |
| Correct Answer | 234 |
| Option 1 | It protects life on Earth by absorbing ultraviolet radiation. |
| Option 2 | It combines more readily with free chlorine than it does with O2. |
| Option 3 | It can be formed when ultraviolet radiation splits a molecule of O2. |
| Option 4 | It bonds to other atoms or molecules almost immediately after it is formed. |
| Option 5 | It is the most prevalent form of oxygen in the stratosphere. |

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| **Question #** | **29** |
| **Kaplan QID** | **TLMI1756** |
| Passage ID (file name) | TLMI1756 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a history class.   **FEMALE PROFESSOR:** Good morning everyone. Now, I'm sure you've all heard of the Dark Ages, right? For a generation or two after the fall of the Western Roman Empire in A.D. four-seventy-six, art, engineering, science, and architecture continued to flourish in Western Europe. Then, relatively quickly, the established culture and most of the knowledge it had built up seems to have been lost or abandoned, and an era known as the Dark Ages began. It lasted until the Renaissance of the 12th century A.D. Today we'll discuss how and why this occurred.   So what happened? Well, you know how scientists use the rings inside a tree to figure out what was happening in the world while the tree was growing? The rings can show us things about weather, fires, stuff like that. Well, tree rings used to date worldwide growing patterns over the past five thousand years reveal that something drastically affected the world's ecosystem between A.D. five-thirty-six and five-forty-five - that's exactly the time that the Dark Ages began.   Um... there are a number of possible catastrophes that could cause enough damage to effectively wipe out a civilization. One theory suggests that a meteor or a comet struck Earth. And an equally compelling theory blames large-scale volcanism - that is, the eruption of a number of volcanoes at the same time. *[pause]* Another way we can try to figure out what happened is to read what people were writing at the time. I'm going to read you two quotes written by people who lived during this time.   In A.D. five-thirty-six, the Italian historian Flavius Cassiodorus wrote: *[pause]* "The Sun... seems to have lost its wonted light, and appears of a bluish color. We marvel to see no shadows of our bodies at noon, to feel the mighty vigor of the Sun's heat wasted into feebleness, and the phenomena which accompany an eclipse prolonged through almost a whole year. We have had a summer without heat. The crops have been chilled by the north winds, and the rain is denied." *[pause]* So, Cassiodorus is describing a time when the sun seemed to provide much less heat and warmth.   Now, another author, Michael the Syrian, wrote the following passage during the same period: *[pause]* "The Sun became dark and its darkness lasted for eighteen months. Each day it shone for about four hours, and still this light was only a feebled shadow... the fruits did not ripen and the wine tasted like sour grapes." *[pause]* Now, you might wonder if all this was only happening in a small part of the world. But, in China, it was reported that the stars were not seen for months and uh... it snowed during the summer. This indicates that the event, or events, whatever was happening, may have been global.   Okay... a lack of crops for two growing seasons could devastate a society. Disease and famine would plague the towns and countryside. Remember, this was a time before preservatives and refrigerators, so you couldn't really store a lot of food. Most people depended on what they grew, hunted, and gathered each season. During the Dark Ages, as you can imagine, people were probably most concerned with feeding themselves and their families. Survival became the biggest concern, while knowledge and education took a back seat. If you're busy looking for food, you don't have much time left over to study.   There's, evidence suggesting that some civilizations continued during the Dark Ages, and that not all areas of Earth were as severely affected by the events. If a comet or meteor did, in fact, hit Earth, it could have ejected a lot of debris into the atmosphere. It could also have caused widespread fires and even triggered multiple volcanic eruptions. And uh, and the ash from a large volcanic eruption or multiple eruptions would have had the power to block out the Sun for months in areas surrounding the volcano. In both scenarios, some locations would have been hit harder than others. Either theory is completely possible, so much more research needs to be done to accurately pinpoint the true reasons.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the main point of the talk? |
| Correct Answer | 3 |
| Option 1 | The Dark Ages were the result of the loss of key Roman technology. |
| Option 2 | The Dark Ages were unavoidable after the fall of the Roman Empire. |
| Option 3 | The Dark Ages could have been caused by a large-scale natural disaster. |
| Option 4 | The Dark Ages could have been avoided with better government. |

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| **Question #** | **30** |
| **Kaplan QID** | **TLDE1757** |
| Passage ID (file name) | TLMI1756 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the talk, what can be learned about the Dark Ages from studying tree rings? |
| Correct Answer | 2 |
| Option 1 | That the climate in Europe became considerably warmer after the 12th century A.D. |
| Option 2 | That there was a major change in Earth's ecosystem around the time the Dark Ages began |
| Option 3 | That there was a reduction in rain and snowfall during the 6th century A.D. |
| Option 4 | That pollution from volcanoes severely affected plant growth throughout the Dark Ages |

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| **Question #** | **31** |
| **Kaplan QID** | **TLDE1758** |
| Passage ID (file name) | TLMI1756 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following is NOT mentioned by the professor as occurring around the time of the Dark Ages? |
| Correct Answer | 1 |
| Option 1 | The Roman Empire collapsed. |
| Option 2 | China suffered unusually cold summers. |
| Option 3 | Growth of crops and fruits was reduced. |
| Option 4 | There was less light and heat from the sun. |

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| **Question #** | **32** |
| **Kaplan QID** | **TLRF1759** |
| Passage ID (file name) | TLMI1756 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the professor introduce quotations from two authors? |
| Correct Answer | 3 |
| Option 1 | To give support to an argument against a popular theory |
| Option 2 | To show that different writers can view things in different ways |
| Option 3 | To provide first-hand accounts from people who lived in the Middle Ages |
| Option 4 | To suggest that historical sources need to be used with caution |

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| **Question #** | **33** |
| **Kaplan QID** | **TLIN1760** |
| Passage ID (file name) | TLMI1756 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | According to the talk, all of the following may have resulted from a comet or meteor hitting the Earth EXCEPT |
| Correct Answer | 4 |
| Option 1 | Widespread fires |
| Option 2 | Increased volcanic activity |
| Option 3 | Reduced sunlight |
| Option 4 | Diminished water supplies |

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| **Question #** | **34** |
| **Kaplan QID** | **TLII1761** |
| Passage ID (file name) | TLMI1756 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | According to the talk, which of the following is true of the Dark Ages? |
| Correct Answer | 124 |
| Option 1 | The Dark Ages began not long after the fall of the Roman Empire. |
| Option 2 | Not all parts of the world experienced the Dark Ages. |
| Option 3 | The breakdown of Roman farming systems led to famines. |
| Option 4 | During this time a great deal of earlier knowledge was lost. |
| Option 5 | New diseases arose around this time. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRMI1996** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | Which of the following criticisms of the GDP method of determining exchange rates is expressed in the passage? |
| Correct Answer | 1 |
| Option 1 | It tends to exaggerate the poverty of people in developing nations. |
| Option 2 | It is so complex to calculate that economists rarely agree on the outcome. |
| Option 3 | It fails to consider fees banks charge to convert between currencies. |
| Option 4 | It focuses closely on manufactured goods produced for export. |

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| **Question #** | **2** |
| **Kaplan QID** | **TRKT1997** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   -->Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | Based on the information in paragraph 3, which of the following best explains the term *Purchasing Power Parity*?   An arrow [ ] marks paragraph 3. |
| Correct Answer | 2 |
| Option 1 | It measures how strong certain industries are in a country. |
| Option 2 | It measures how much people can buy with their money in a country. |
| Option 3 | It measures how difficult it is to obtain certain items in a country. |
| Option 4 | It measures how expensive housing and other necessitities are in comparison with luxury items in a country. |

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| **Question #** | **3** |
| **Kaplan QID** | **TRRF1998** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   -->PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | In paragraph 4, why does the author introduce the example of the waiter?   An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | To show the similarities between the service and manufacturing sectors of the economy |
| Option 2 | To show how difficult it is to increase productivity levels in the service sector of the economy beyond a certain point |
| Option 3 | To show that there are still large productivity gains to be made in the service sector of the economy |
| Option 4 | To show that low productivity in the service sector of the economy should result in lower wages |

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| **Question #** | **4** |
| **Kaplan QID** | **TRPA1999** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| 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 | 4 |
| Option 1 | Increases in efficiency and productivity can lead to increasing automation. |
| Option 2 | Manufacturing industries constantly need to introduce new technology to increase output. |
| Option 3 | Automation and computerization are direct results of economic growth. |
| Option 4 | New technology and improvements in efficiency in manufacturing lead to economic growth. |

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| **Question #** | **5** |
| **Kaplan QID** | **TRIN2000** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | Based on the information in the the passage, it can be inferred that establishing currency exchange rates |
| Correct Answer | 1 |
| Option 1 | is the product of a number of financial analysis tools taken together |
| Option 2 | is determined by averaging rates offered by a wide variety of banks |
| Option 3 | is the responsibility of bank leaders in each individual nation |
| Option 4 | is accomplished by examining wage levels rather than purchasing power |

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| **Question #** | **6** |
| **Kaplan QID** | **TRCO2001** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. **~~+~~** Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. **~~+~~** The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. **~~+~~** In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP. **~~+~~**   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | It is equally unlikely that a hotel cleaner could triple the number of rooms cleaned per hour. |
| Correct Answer | 2 |

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| **Question #** | **7** |
| **Kaplan QID** | **TRDE2002** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | According to the passage, which of the following does PPP evaluate? |
| Correct Answer | 3 |
| Option 1 | The quality of educational facilities in a country |
| Option 2 | The availability of public services in a country |
| Option 3 | The contribution of service industries to a country's economy |
| Option 4 | The adequacy of legal protection for the rights of citizens in a country |

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| **Question #** | **8** |
| **Kaplan QID** | **TRWM2003** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | The word *disparity* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | delay |
| Option 2 | inequality |
| Option 3 | reduction |
| Option 4 | alteration |

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| **Question #** | **9** |
| **Kaplan QID** | **TRWM2004** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing power parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | The word *stark* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | severe |
| Option 2 | surprising |
| Option 3 | informative |
| Option 4 | limited |

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| **Question #** | **10** |
| **Kaplan QID** | **TRWM2005** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | The phrase *take into account* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | consider |
| Option 2 | support |
| Option 3 | resolve |
| Option 4 | justify |

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| **Question #** | **11** |
| **Kaplan QID** | **TRRE2006** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | The word *it* refers to |
| Correct Answer | 1 |
| Option 1 | a PPP-adjusted measure |
| Option 2 | GDP per capita |
| Option 3 | caution |
| Option 4 | quality of life |

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| **Question #** | **12** |
| **Kaplan QID** | **TRAO2007** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RAO |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or PPP, is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | Which of the following statements most accurately reflects the author's opinion about comparing the standard of living of countries? |
| Correct Answer | 3 |
| Option 1 | It is so flawed that it should be avoided. |
| Option 2 | It should inspire countries to increase their GDP. |
| Option 3 | It is more complicated than it appears. |
| Option 4 | It causes friction between countries. |

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| **Question #** | **13** |
| **Kaplan QID** | **TRII2008** |
| Passage ID (file name) | TRMI1996 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Comparing Standards of Living*  Economists, investors, and aid agencies often need to compare countries in terms of their natural resources, wealth, and standard of living. These comparisons help to determine currency exchange rates established by international banks. There are several bases on which these comparisons can be made.   To calculate the wealth of a country would appear to be a simple matter. Take an estimate of the total output of the country, divide by the number of citizens, and convert the result into a particular currency. This is known as the Gross Domestic Product, or GDP, method. However GDP tends to underestimate the purchasing power available to citizens of developing countries, and overestimate the purchasing power available to citizens of developed countries. This makes people in developing countries seem to be poorer than they really are.   Purchasing Power Parity, or, PPP is an alternative method used to calculate an exchange rate between the currencies of two countries and to compare their relative wealth. PPP is based on a hypothetical bundle of goods that includes food, fuel, medical care, housing, etc. The total cost of the items in the bundle, if purchased in one country, can be compared to the total cost for the same items purchased in another country. If the bundle costs more in the first country, it is assumed that its citizens have a lower standard of living than the citizens of the second country. It must be noted, however, that a PPP exchange rate varies depending on the particular goods included in the bundle. Hence, it is possible to deliberately or accidentally bias a PPP exchange rate by the including or excluding particular items. PPP can also have difficulty accounting for differences in quality between similar goods in two countries.   PPP is a more useful measure in many ways than GDP because countries with high GDP also tend to have high wage levels. Economic growth is generated by increases in manufacturing output, brought about by new technology and increases in efficiency produced by automation and computerization. Increasing productivity in turn leads to wage increases. Wages tend to rise in the service sector of high GDP countries as well, even though increases in productivity are more difficult to achieve with services. Even assuming that the latest equipment is available, it is hard to imagine a waiter in a restaurant doubling the number of meals served per hour. The result of this disparity in productivity is that services are relatively expensive in developed countries, with a consequent reduction in purchasing power for the people living in those countries. In other words, the people receive high wages, but their costs are very high, so their actual wealth is lower than it might seem if one looks only at GDP.   Thus, PPP exchange rates can give a more accurate indication of comparative standards of living in international comparisons. PPP, by considering the importance of services as well as extracting and manufacturing industries, is able to give what many would consider a better estimate of what citizens are able to buy in their own countries with what they earn and thus a truer overview of their relative wealth. In the case of a developing country like Ethiopia, the difference between GDP and PPP measures of wealth can be stark. By straightforward currency conversion based on exchange rates, an Ethiopian might earn $100 per year. Based on what he is able to buy locally, reflecting the lower cost of services and many goods in the Ethiopian economy, a PPP estimate of the value of the same Ethiopian's earnings might be $450.   Nevertheless, the PPP method is not perfect. It fails to take into account the quality of life generated by services outside the money economy, such as homemaking, childrearing, and care of the elderly. Another problem is that comparing standards of living using PPP implicitly assumes that the real value placed on goods is the same in different countries. In reality, what is considered a luxury in one culture (such as a telephone) could be considered a necessity in another. The PPP method does not account for this. PPP also does not take into account other quality of life issues such as crime rates, the distribution of wealth, the amount of physical space per person, and the degree of individual freedom. Other factors such as the quality of homes and schools, access to public services, the extent of pollution, and strength of consumer protection laws are hard to quantify. Thus, even a PPP-adjusted measure of GDP per capita must be used with caution, as it is only one component of quality of life. |
| Stem / Prompt | There are a number of ways of calculating the relative wealth of different countries. |
| Correct Answer | 245 |
| Option 1 | The main problem with PPP estimates is that they fail to reflect wealth generated in the domestic economy. |
| Option 2 | Estimating what citizens can buy at home rather than what their earnings would buy in another country is a more accurate index of their standard of living. |
| Option 3 | PPP, taken together with GDP, are the two major determinants of currency exchange rates. |
| Option 4 | PPP fails to take into account a number of indicators of quality of life. |
| Option 5 | GDP estimates of the wealth of developing nations make them seem to be poorer than they truly are. |
| Option 6 | The World Bank has concluded that manufacturing, services, productivity, and quality of life must be considered in wealth estimation. |

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| **Question #** | **14** |
| **Kaplan QID** | **TRRE2009** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | The word *They* in the passage refers to |
| Correct Answer | 1 |
| Option 1 | Polynesian settlers |
| Option 2 | homelands |
| Option 3 | wars and natural disasters |
| Option 4 | anthropologists |

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| **Question #** | **15** |
| **Kaplan QID** | **TRWM2010** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | The word *provisions* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | advice |
| Option 2 | land |
| Option 3 | blessings |
| Option 4 | supplies |

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| **Question #** | **16** |
| **Kaplan QID** | **TRMI2011** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | According to the passage, in the years after Cook arrived, control of the Hawaiian islands became |
| Correct Answer | 3 |
| Option 1 | united under the *kapu* system |
| Option 2 | dominated by an increasingly powerful series of kings |
| Option 3 | influenced by foreigners |
| Option 4 | divided among rival chieftains |

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| **Question #** | **17** |
| **Kaplan QID** | **TRWM2012** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | The word *repudiated* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | validated |
| Option 2 | contested |
| Option 3 | guaranteed |
| Option 4 | rejected |

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| **Question #** | **18** |
| **Kaplan QID** | **TRWM2013** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | The word *duped* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | tricked |
| Option 2 | forced |
| Option 3 | bought |
| Option 4 | copied |

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| **Question #** | **19** |
| **Kaplan QID** | **TRWM2014** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | The word *contracting* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | buying |
| Option 2 | catching |
| Option 3 | eating |
| Option 4 | bargaining |

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| **Question #** | **20** |
| **Kaplan QID** | **TRIN2015** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.  -->The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | From the information in paragraph 4, what can be inferred about Liholiho?   An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | He did not believe in the *kapu* system. |
| Option 2 | He was not as strong a leader as his father. |
| Option 3 | He considered the Queen his favorite advisor. |
| Option 4 | He was interested in creating a written legal code. |

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| **Question #** | **21** |
| **Kaplan QID** | **TRDE2016** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   -->The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | According to the information in paragraph 4, Queen Kaahumanu did all of the following EXCEPT   An arrow [ ] marks paragraph 4. |
| Correct Answer | 3 |
| Option 1 | developed the kingdom's first written laws |
| Option 2 | adopted a new religion |
| Option 3 | initiated trade with China |
| Option 4 | abandoned the *kapu* system |

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| **Question #** | **22** |
| **Kaplan QID** | **TRDE2017** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   -->Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | According to the information in paragraph 5, what happened to the Hawaiian population between 1790 and the 1850s?   An arrow [ ] marks paragraph 5. |
| Correct Answer | 3 |
| Option 1 | It increased by more than 300,000. |
| Option 2 | It spread to the smaller Hawaiian islands. |
| Option 3 | It dropped to an estimated 50,000. |
| Option 4 | It abandoned the smaller Hawaiian islands. |

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| **Question #** | **23** |
| **Kaplan QID** | **TRIN2018** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   -->Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | From the information in paragraph 5, what can be inferred about England's decision regarding a treaty between Kamehameha III and a British captain?   An arrow [ ] marks paragraph 5. |
| Correct Answer | 1 |
| Option 1 | England wanted to avoid conflict with the United States. |
| Option 2 | England did not recognize the authority of Kamehameha III. |
| Option 3 | England did not approve of the Great Mahlele. |
| Option 4 | England wanted to keep Liholiho from becoming king. |

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| **Question #** | **24** |
| **Kaplan QID** | **TRRF2019** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   -->Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | In paragraph 6, why does the author mention the California Gold Rush?   An arrow [ ] marks paragraph 6. |
| Correct Answer | 1 |
| Option 1 | To identify a cause for increased demand for Hawaiian sugar |
| Option 2 | To indicate why so many native Hawaiians left the islands |
| Option 3 | To suggest that exploitation of Hawaii's mineral resources was a factor in the U.S. annexation of the islands |
| Option 4 | To explain the origin of much of the money the U.S. used to help Kamehameha III stay in power |

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| **Question #** | **25** |
| **Kaplan QID** | **TRPA2020** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because the United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| 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 | Although U.S. President Grover Cleveland offered to annex the islands, Queen Liliuokalani refused, contrary to the expectations of many. |
| Option 2 | Despite Queen Liliuokalani's request, U.S. President Grover Cleveland decided not to annex Hawaii, surprising many observers. |
| Option 3 | Many people expected Queen Liliuokalani to ask U.S. President Grover Cleveland to restore her to the monarchy. |
| Option 4 | U.S. President Grover Cleveland refused to meet with Queen Liliuokalani, which angered many Hawaiians. |

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| **Question #** | **26** |
| **Kaplan QID** | **TRCO2021** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because The United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. **~~+~~** Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. **~~+~~** After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. **~~+~~** In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president. **~~+~~**   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | They imported labor from Asia and Europe, thus further diminishing the power of the native Hawaiians. |
| Correct Answer | 2 |

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| **Question #** | **27** |
| **Kaplan QID** | **TRII2022** |
| Passage ID (file name) | TRRE2009 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *The Annexation of Hawaii*  Anthropologists believe that Polynesians first settled the Hawaiian Islands around 1,500 years ago. Unlike today's vacationers, these travelers were likely driven away from their homelands by wars or natural disasters. They spread across the six main islands of the archipelago: Kauai, Oahu, Molokai, Lanai, Maui, and Hawaii, from west to east. For the settlers, life was not always peaceful, but they developed a stable social structure and a system of regulations called *kapu*. For more than 1,000 years the Polynesians who settled the Hawaiian islands ruled themselves without outside interference.   The situation changed in January 1787, when Captain James Cook, who was leading a British expedition to find a passage from the Atlantic to the Pacific Ocean, sighted the island of Oahu. Shortly thereafter he landed on nearby Kauai for provisioning. He named the archipelago the Sandwich Islands after his patron in England. A return visit the following year coincided with the Hawaiian feast of Lono, a deity the natives were expecting to return. Convinced that Cook was Lono, the Hawaiians freely gave Cook any provisions he needed; however, when the Hawaiians realized their guest was merely mortal, they became less hospitable. In a battle over a small stolen boat, Cook was killed.   One of the Hawaiian men who visited aboard Cook's ships before the conflict was a young chief named Kamehameha. Beginning in 1790, Kamehameha made it his goal to defeat rival chieftains, unite the islands, and become their ruler. Over the next six years, he managed to accomplish this feat. Along the way, he accepted help from another British explorer, George Vancouver, as well as from American merchant sailors who had been stranded on the islands. For the first time, the islands were united under a single government, but Western influence had claimed a foothold in the process.   The next twenty years were a golden age for Hawaii. Peace and unity prevailed, and the chiefs prospered from a burgeoning sandalwood trade with China. Merchant and whaling ships from England, France, and the United States began to call on Hawaii, though many were fearful at first because of the tales of Cook's demise. Upon Kamehameha's death in 1819, one of his sons, Liholiho, assumed the throne and the title Kamehameha II. However, most of the royal power remained with Queen Kaahumanu, the elder Kamehameha's third and favorite wife. Under her influence the *kapu* system and much of the Hawaiian religion disappeared. She became interested in Christianity after contact with missionaries from the United States, and developed the kingdom's first written laws, based on the Ten Commandments in the Bible.   Kamehameha II died in 1824 after contracting measles on a trip to England. In fact, much of the Hawaiian population at that time was dying from Western diseases brought in by whalers. The native population shrank from an estimated 300,000 in 1790 to 50,000 by the 1850s. Liholiho's brother took the title Kamehameha III, and ruled as king until 1854. During his reign, a British sea captain forced him to sign a treaty ceding the islands to England, but the treaty was repudiated by the London government, perhaps because The United States had pledged to guarantee Hawaiian independence the year before. Kamehameha III also enacted a constitutional monarchy, weakening royal power and agreed to the Great Mahele, a law regarding property division that turned ownership of the land over to individuals. The Hawaiians, however, unfamiliar with the concept of Western-style land ownership, were easily duped out of their property, mostly by sugar planters.   Both the California Gold Rush in 1848 and the end of the U.S. Civil War in 1865 spurred great demand for Hawaiian sugar, and the industry burgeoned on the islands. Plantation owners obtained great wealth and political power in the process, at the expense of the indigenous population. After the Kamehameha lineage died off in 1872, the monarchy was further weakened, and U.S. influence grew. In 1893, a group of business owners protected by U.S. Marines led a nearly bloodless coup that resulted in the establishment of the Republic of Hawaii. Sanford Dole, the owner of a pineapple company, was established as president.   Deposed Queen Liliuokalani then petitioned U.S. President Grover Cleveland to annex the islands, but contrary to the expectations of many, he refused to do so. The subsequent president was not as sympathetic. The Pacific theater of the Spanish-American war caused the United States to recognize the islands' strategic military value, and on July 7, 1898, President William McKinley annexed Hawaii. |
| Stem / Prompt | Polynesians first settled Hawaii centuries ago, and they ruled themselves for more than 1,000 years before the arrival of Captain James Cook, who gave the islanders their first taste of foreign influence. |
| Correct Answer | 135 |
| Option 1 | Starting in the 1790s, the islands enjoyed peace and unity under the strong leadership of King Kamehameha I, but Western influence gained a foothold in Hawaii at the same time |
| Option 2 | Legends of Cook's death in Hawaii led many merchant and whaling ships to ask the British and American military for protection so that they would avoid a similar fate. |
| Option 3 | None of Hawaii's succeeding rulers were as strong as Kamehameha I, and foreign influence grew stronger throughout the islands as the native population died off from foreign diseases. |
| Option 4 | Queen Liliuokalani convinced U.S. President Grover Cleveland not to annex Hawaii in 1893 after she was deposed by Sanford Dole. |
| Option 5 | Sugar planters became powerful enough to overthrow the monarchy and then influence the U.S. government to annex the islands in 1897. |
| Option 6 | Kamehameha III ceded the islands to Great Britain, but this arrangement was not accepted by the Hawaiian people, and he was overthrown. |

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| **Question #** | **28** |
| **Kaplan QID** | **TRWM2023** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | The word *systematic* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | methodical |
| Option 2 | advanced |
| Option 3 | basic |
| Option 4 | automated |

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| **Question #** | **29** |
| **Kaplan QID** | **TRWM2024** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | The word *subsequently* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | completely |
| Option 2 | ultimately |
| Option 3 | submissively |
| Option 4 | occasionally |

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| **Question #** | **30** |
| **Kaplan QID** | **TRWM2025** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | The word *common* in the passage is closest in meaning to |
| Correct Answer | 2 |
| Option 1 | inherited |
| Option 2 | shared |
| Option 3 | cheap |
| Option 4 | likely |

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| **Question #** | **31** |
| **Kaplan QID** | **TRDE2026** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | All of the following are claimed about Piaget EXCEPT |
| Correct Answer | 3 |
| Option 1 | he is from Switzerland |
| Option 2 | he studied biology and philosophy |
| Option 3 | he was one of the first scientists to develop an intelligence test for children |
| Option 4 | he is considered an important figure in the field of developmental psychology |

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| **Question #** | **32** |
| **Kaplan QID** | **TRRF2027** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   -->Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."  Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | In paragraph 2, the author mentions instinctual functions to   An arrow [ ] marks paragraph 2. |
| Correct Answer | 1 |
| Option 1 | contrast humans with other mammals |
| Option 2 | give background information on human survival instincts |
| Option 3 | provide examples of higher-order functions in humans |
| Option 4 | dispute the idea that humans do not have instincts |

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| **Question #** | **33** |
| **Kaplan QID** | **TRDE2028** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | According to Piaget's classification scheme, which stage is a 9-year-old assumed to be in? |
| Correct Answer | 3 |
| Option 1 | Sensorimotor |
| Option 2 | Preoperational |
| Option 3 | Concrete operational |
| Option 4 | Formal operational |

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| **Question #** | **34** |
| **Kaplan QID** | **TRRE2029** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | The word *they* in the passage refers to |
| Correct Answer | 3 |
| Option 1 | relationships |
| Option 2 | abstractions |
| Option 3 | children |
| Option 4 | objects |

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| **Question #** | **35** |
| **Kaplan QID** | **TRPA2030** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| 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 | When a child's worldviews are able to explain a novel situation, the child is in a state Piaget called *equilibriation*. |
| Option 2 | Piaget used the term *equilibriation* to describe novel situations that require a child to shift worldviews to "fit" schemas derived from experience. |
| Option 3 | *Equilibriation* was a term Piaget used to explain the process by which children "fit" novel situations with updated schemas. |
| Option 4 | When a child's current worldviews are stated in terms of schemas, novel situations are "fit" by what Piaget called the process of *equilibriation*. |

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| **Question #** | **36** |
| **Kaplan QID** | **TRCO2031** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures." **~~+~~**  Because humans have many of the same experiences, individuals will share many of the same psychological structures. **~~+~~** At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages. **~~+~~**   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. **~~+~~** Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | It was against this backdrop that Piaget began to investigate the nature of cognitive development. |
| Correct Answer | 3 |

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| **Question #** | **37** |
| **Kaplan QID** | **TRDE2032** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | Piaget proposed all of the following concepts as being linked to learning and development EXCEPT |
| Correct Answer | 1 |
| Option 1 | instinct |
| Option 2 | schemas |
| Option 3 | assimilation |
| Option 4 | accommodation |

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| **Question #** | **38** |
| **Kaplan QID** | **TRDM2033** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RDM |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | According to Piaget, which of the following is true regarding accommodation? |
| Correct Answer | 3 |
| Option 1 | It can be disturbing for children. |
| Option 2 | It is restricted to older children. |
| Option 3 | It involves adjustments of wordviews. |
| Option 4 | It assumes children have developed intuition and imagination. |

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| **Question #** | **39** |
| **Kaplan QID** | **TRDT2034** |
| Passage ID (file name) | TRWM2023 |
| Question Type | Reading Comprehension |
| SkillCode | RDT |
| Listening Stimulus | Concrete Operational\_3Formal Operational\_4 |
| Reading Passage | *Piaget*  The Swiss psychologist Jean Piaget was among the first scientists to undertake a systematic study of cognitive development in children. He had a background in both biology and philosophy, and concepts from both disciplines influenced his theories and research into child development. Piaget suggested many comprehensive developmental theories, and is widely considered to be the major figure in 20th-century developmental psychology.   Mammals are equipped with a set of reflexes, or automatic reactions, which are, in a sense, hard-wired into an organism's mental set-up, such as the instinct a baby has to suck when it is touched on its lips. However, in human development, these instinctual functions play a relatively limited role and are rapidly modified and transformed with learning. In humans, instincts and other higher-order functions are developed and subsequently combined or organized into more complex functions termed "psychological structures."   Because humans have many of the same experiences, individuals will share many of the same psychological structures. At the same time, however, each person has a unique set of experiences, and those experiences which may said to be common among us all will vary in their order of occurrence in our lives, meaning that in the end, each person has a very personal set of physiological structures, and will provide different explanations of reality at different ages.   Piaget recognized that the numbers and kinds of physiological structures an individual has varies with age, and thus is dependant on the stage of cognitive development. Piaget divided intellectual development into four primary stages: In the first or sensorimotor stage (0-2 years), children can only know and react to the world through sensory and motor experience. In the second or *preoperational* stage (3-7 years), intuition and imagination are developing. Children can guess the cause of an effect, and they can also pretend things are other than they really are. In the third or *concrete operational* stage (8-11 years), children begin to use logic. They are able to group and sort objects, and classify things and create hierarchies on the basis of a variety of features. In the fourth or *formal operational* stage (12-15 years), children begin to use abstractions. They are able to understand and infer complex relationships between objects, solve problems by using reasoning, and can isolate the critical variable or variables that cause a certain effect.   Piaget had a very rigid and linear view of development. According to him, a child must complete a stage before moving on to the next stage; there is no overlap between the stages.   Piaget also proposed four key concepts that are linked to learning and development. The first concept, *schemas*, refers to the way children organize the world. A schema can be thought of as a condensation of what a child knows about something at a particular point in time. The second concept, *assimilation*, refers to the way children try to apply their schemas to the world around them. When a novel experience can be explained by a current schema, that is, when the world "fits" a child's schemas, equilibrium has been reached between schemas and worldviews, a state Piaget termed *equilibration*. Of course, schemas do not always accurately "fit" the reality that children experience, and schemas are updated to reflect new experiences. Piaget termed this changing of schemas to fit experience *accommodation*.   Piaget argued that all of development could be understood in terms of his four stages of development, and his concepts of schemas, assimilation, equilibration, and accommodation.   Piaget's theories lend insight into what children can do during various stages of their development. However, later researchers have found that many of his theories lack universality, particularly because in his experiments, he failed to take into account differences in the cultural backgrounds of his subjects. Also, he tended to underestimate children's abilities during early stages of their development and to overestimate their abilities at later stages of development. |
| Stem / Prompt | Choose the phrases from the answer choices list and then match them to the stage of development to which they relate. You will NOT use TWO of the answer choices. ***This question is worth 4 points.*** |
| Correct Answer | 1384579 |
| Option 1 | Begin to classify objects by features |
| Option 2 | Begin to organize instincts and other higher-order functions into 'psychological structures' |
| Option 3 | Begin to use logic |
| Option 4 | Begin to make inferrences regarding relationships of objects |
| Option 5 | Begin to work out causes of specific effects |
| Option 6 | Begin to fit schemas to worldviews |
| Option 7 | Begin to use abstractions |
| Option 8 | Begin to create groups and hierarchies |
| Option 9 | Begin to use reasoning to solve problems |

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| **Question #** | **1** |
| **Kaplan QID** | **TSFE1564** |
| Passage ID (file name) | TSFE1564 |
| 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 a course that you took that had a significant influence on your life and explain why the course influenced you. Include details and examples to support your explanation. |

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| **Question #** | **2** |
| **Kaplan QID** | **TSOP1382** |
| Passage ID (file name) | TSOP1382 |
| 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:** Some people think we can learn a lot from the past experiences of our parents and grandparents. Other people say that life today is so different, that their experiences are of little relevance to us. Which view do you support, and why? Give details and examples to support your choice. |

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| **Question #** | **3** |
| **Kaplan QID** | **TSSS1383** |
| Passage ID (file name) | TSSS1383 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to two students as they discuss the announcement.   **Male student:** Don't you wish that rule had been around when we were freshmen?   **Female student:** Hmm. I don't know. Didn't you get good grades your freshman year?   **Male student:** Not really. First semester was kind of a struggle. I took a lot of science classes. It was all really interesting, but I guess I bit off more than I could chew. But by the second semester I had things pretty well figured out. I took the easiest classes I could find, and that really saved my grade-point average. It's all about strategy.   **Female student:** I don't think I would do well on a pass/fail basis. In a pass/fail course, I'd probably be tempted to coast, taking things too easy. Knowing I'm going to get a grade at the end of the semester makes me want to work harder; it makes me more competitive.   **Male student:** I sure wish I could have taken statistics on a pass/fail basis. That course killed me.   **Female student:** I remember when you were taking that - you were miserable. But you wound up getting a "B" in it, didn't you?   **Male student:** Yeah, and I never worked so hard to get a "B" in my life!   **Female student:** Well, see, there you go. You worked hard in a difficult class because you were afraid of getting a low grade. If you'd only had to worry about not failing, wouldn't you have been tempted to just do the minimum amount of work required to pass?   **Male student:** Yeah... and what's wrong with that?   **Female student:** Nothing, I guess, if all you care about is getting credits under your belt. I'm more concerned about learning the material than getting credit for taking the class. And for me, the pressure of being graded makes me study more, so, in the end, I actually learn more.   **Male student:** Maybe... but when you know you're going to get graded, you wind up cramming at the last minute so you'll get good grades on your tests. Do you actually remember all that stuff after the test? I usually don't. I'm not convinced that being graded really makes you learn more. |
| Reading Passage | **Announcement from the Admissions Office**  South State University has decided that beginning with the coming academic year, students will not receive letter grades in their first year of study. Instead, freshmen students will be graded on a pass/fail basis. Beginning with the first semester of their second year, students will be graded according to the traditional letter-grade system.   This new policy recognizes that students come to the university from different backgrounds and levels of preparation. It is hoped that eliminating the letter-grade system will allow freshmen students to concentrate on learning, rather than on competing for grades. |
| Stem / Prompt | **Narrator:** The woman expresses her opinion about a change in university policy. State her opinion and explain the reasons she 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:** Now read the passage about the announcement from the Admissions Office. You have 45 seconds to read the passage. Begin reading now. |

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| **Question #** | **4** |
| **Kaplan QID** | **TSSS1561** |
| Passage ID (file name) | TSSS1561 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to part of a talk in a nutrition class.   **Professor (male):** So the researchers came to the conclusion that the less a person sleeps, the more likely he is to produce too much of a hormone that stimulates appetite and too little of a hormone that makes you feel full. They found that people who were deprived of sleep, because they had so little energy, they craved foods that were high in carbohydrates. So they hypothesized that the body was interpreting this lack of energy as a need for more fuel, more glucose.   So I thought it would be fun to illustrate what we've been talking about, about the role of glucose and its function in the body. I'd like you to keep a journal during your exam week, a time when - I'm guessing - most of you get even less sleep than usual. Make a list of the foods you eat each day and the types of food you consume and the amount of food. And I'd also like you to record, and keep track of, how many hours you sleep each night. Then we'll examine the data to see if we can see any sort of pattern, any correlation between the amount of sleep you get and the types of food you eat, how much you eat. And we'll see if we can replicate, if we can reproduce the results of the study. |
| Reading Passage | **Diabetes**  Diabetes is a chronic disease characterized by high levels of blood sugar, known as glucose. A simple sugar that is found in food, glucose provides fuel for the body. Glucose cannot enter cells alone, but needs insulin to reach them. Without insulin, cells are starved of the glucose that gives the body energy. In certain types of diabetes, the cell's inability to properly utilize glucose results in a situation that can be described as "starvation among plenty." The body has produced an excessive amount of glucose, but the glucose cannot reach the cells, so it is excreted in the urine and goes to waste. |
| Stem / Prompt | **Narrator:** The professor describes the connection between sleep deprivation and the consumption of glucose. Explain this connection and explain how sleep deprivation influences the food we eat. |
| 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 diabetes. You have 45 seconds to read the passage. Begin reading now. |

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| **Question #** | **5** |
| **Kaplan QID** | **TSSO1347** |
| Passage ID (file name) | TSSO1347 |
| 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.   **Female student:** Hey, David? Do you have a minute?   **Male student:** Sure, what's up?   **Female student:** I'm having a problem in my bio class.   **Male student:** Bio? Isn't that your best subject? What's going on?   **Female student:** Yeah... I mean... The, the problem isn't with the class itself.... It's that... well... the professor put us in teams of two and gave each team a project to do. One person on each team is responsible for the written part and the other is responsible for the oral part...   **Male student:** Karen, relax! You're just nervous.   **Female student:** No, the thing is my partner, Marie, ... she's not... well, she's supposed to be doing the oral presentation but today she told me she hadn't even started and we have to give our presentation in three days and this project is 30 percent of our grade and -   **Male student:** Whoa! Slow down for a second. It's too soon to panic. Marie'll probably come through.   **Female student:** Normally, I'd agree with you. It's just that - Marie's father's really sick, so she's been neglecting all her schoolwork. I just wish there was something I could do to help. She's already dropped out of one class, and if she fails bio, she might lose her scholarship. And - I feel terrible saying this - but if she doesn't do the project, it could affect my grade, too.   **Male student:** You could meet with the professor and explain the situation. Maybe she'd agree to let Marie off the hook until she can concentrate on school again. Maybe Marie could do an alternate assignment so she doesn't fail the class. In the meantime, you could offer to do both parts of the assignment. Maybe you'd get extra credit.   **Female student:** Hmmm.   **Male student:** Or, maybe you and Marie could work together on both parts. That way, you'd be sure everything got done and you'd both get something out of it.   **Female student:** Yeah, I guess that's an option, too. Thanks David, you're a good friend. |
| 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** | **TSSI1134** |
| Passage ID (file name) | TSSI1134 |
| 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 economics class.   **Professor (female):** Okay class, now let's get started.... I'd like to spend a little time today talking about human population.   The world's population has quadrupled to more than six billion people since the beginning of the 20th century, when there were only about 1.5 billion people on the planet. This surge in human population began in the mid-1700s, with the start of the Industrial Age. At that time, the annual growth rate stood at less than 0.2 percent. At that rate, the population doubled only over several centuries. However, growth rates have gradually accelerated over the past couple of hundred years.   Growth rates peaked in the 1980s, and have been falling slightly since then. This decline is due to an unexpectedly sharp drop in what's called the fertility rate, which is the average number of children born to each woman in her reproductive life. In Europe and North America, average fertility rates have now fallen below 2.1 children - this means basically that each set of parents is replacing itself, and not adding any new people to the world's population. In some countries, such as Italy, Spain, and Russia, the fertility rate has now fallen below 1.5, which means that the populations of these countries could actually decrease if this trend continues.   In other parts of the world, the picture is more complex. Some countries are experiencing the same shift to lower fertility rates as Europe and North America. But in many other nations, fertility rates are still high enough to maintain rapid growth. India will surpass China as the world's most populated country. And, in sub-Saharan Africa, many countries have fertility rates above 4.0, with some even as high as 7.0. As these children reach childbearing age, the population of these countries is sure to grow even more.   A recent United Nations report indicates that global population will swell in the decades to come, with fifty million people added every year from now until 2050. |
| Stem / Prompt | **Narrator:** Using points and examples from the talk, explain how fertility rates may affect the future of population growth. |

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| **Question #** | **1** |
| **Kaplan QID** | **TWSC2039** |
| Passage ID (file name) | TWSC2039 |
| Question Type | Writing |
| SkillCode | WSC |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on the topic you just read about.   **Professor (female):** How many of you have heard the argument that larger farms are more productive than smaller farms? Well, guess what: there's a lot of data that show just the opposite. Small farms actually produce more per unit area - per acre - than large farms. Let me explain why.   One fact of large farms is that they tend to be monocultures. In other words, they specialize in one main crop. And it's true that you can usually obtain the highest yield of a single crop by planting it alone in a field, at least for a while. But the land that's used for one crop generates nothing else of use to the farmer. You want corn? You'll certainly get corn, but you won't get anything else. And you'll have to use artificial fertilizers to replenish the nutrients in the soil. Monocultures also tend to promote the spread of infestations, so you'll have to use a large amount of pesticides, too.   Small farmers, by contrast, are much more likely to plant crop mixtures - corn with soybeans, for example. Instead of long rows of nothing but corn, they'll plant something like soybeans to occupy the empty space between the rows. And they rotate crops regularly - they plant different crops each year - and they use organic fertilizers like manure to replenish the soil. The result is that these farming systems produce far more per unit area than monocultures do. Though the yield of any single crop may be lower, the total production of all the crops combined can be far higher.   This holds true whether we're talking about an industrialized country like the United States, or a developing country. In the U.S., the smallest farms, those of thirty acres or less, yield more than ten times as much money per acre than larger farms. In all cases, relatively smaller farm sizes are much more productive per unit area than are larger ones. |
| Reading Passage | Farms are getting larger for one simple reason: they can produce quality products more cheaply than smaller farms. The reason has to do with economies of scale, which refers to lower costs due to mass production. Volume purchasing (purchasing in large quantities) reduces the average cost per unit, and volume sales (selling in large quantities) increase the average price received per unit sold. Moreover, the fixed capital costs of running a farm are spread over more units of output. This results in lower per-unit costs of production, and higher net income.   Additionally, large-scale farms are in a better position to exploit technology. Research shows that large farms adopt new technology more rapidly than small farms, regardless of the type of new technology. A recent study of midwestern dairy practices states, "In Ohio, computers are as important to the dairy industry as tractors." This rapid diffusion of technological innovation by larger farms, in turn, leads to higher product yields, products that show greater resistance to disease, and other benefits that increase productivity.   Another characteristic of large farms is that they tend to be more specialized. This results in a more highly trained and efficient workforce. Large farms also tend to be more professionally managed. This professionalization of management and the workforce reduces inefficiencies and strengthens the competitive leverage of large farms in the marketplace.   Economies of scale, advances in technology and rapid diffusion of innovations, professional management, and the specialization of a highly trained workforce create tremendous advantages for large farms. The consolidation of agricultural enterprises is a natural and efficient result of market pressures. This is not to say that small farms must all vanish, but on average, larger farms are more efficient in their use of land, labor, and capital. |
| Stem / Prompt | Summarize the points made in the talk you just heard, and explain how they cast doubt on the claims made in the reading. |
| Sample Response | The lecture discusses how smaller farms are actually more productive because they yield larger crops in relation to the larger farms that specialize in only one crop. The speaker describes how larger farms tend to be a monoculture, which would feature one crop only. The reading suggests that having a larger area dedicated to only one crop means that the amount of production of that crop is obviously going to be larger, which will reduce the average cost to the consumer. The reading also states that the advancement of technology has provided larger farms which is an advantage in producing crops that have a higher resistance to disease and will be more abundant. The lecture states that smaller farms actually produce more money per acre than the monoculture farms because they diversify their crop yields with different mixtures of crops at the same time. This utilizes more of the acre of land, which will produce a greater amount of combined crops as opposed to just growing one crop. |

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| **Question #** | **2** |
| **Kaplan QID** | **TWOP2040** |
| Passage ID (file name) | TWOP2040 |
| Question Type | Writing |
| SkillCode | WOP |
| Stem / Prompt | Do you agree or disagree with the following statement?  The real meaning of success is to leave the world better off than when you found it.  Use specific reasons and examples to support your answer. |
| Sample Response | Success means many different things for different people. I think there are many different levels of success and it depends on a person’s goals, so one person’s idea of success is not the same as another person’s. For example, I feel my life is a success because I have achieved many of the goals I set out for myself such as living in a different country, speaking another language, and doing a job that I really enjoy doing. However, another person's idea of success might only be about money. For example, my friend only considers people successful if they make a lot of money, have a big house, and drive an expensive car. I can not say that the world will be better off because of my personal successes, but as I said before, I think that success is reaching goals –even if those goals do not benefit the rest of the world.   The statement also implies that success occurs after death when it says that success means you have to "leave the world better off." However, I think that the meaning of success is not so narrow. A person’s life is filled with little successes every day. For example, a child successfully tying their shoelace on their own, a teenager getting their driver’s license on the third try, or a person who has smoked a pack of cigarettes a day, quitting smoking.   Moreover, to leave the world a better place can mean different things to different people. I think it has to include trying to make yourself the best person you can be, not just making the rest of the world more beautiful.   For these reasons, I do not agree with this statement. |