**Kaplan Advanced Level Test 1 V2 (#44) -- 1/6/2014**

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE4353** |
| Passage ID (file name) | TLDE4353 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | Do you think I ought to have consulted my boss first? |
| Correct Answer | 1 |
| Option 1 | It couldn't have hurt. |
| Option 2 | Not once did we discuss it. |
| Option 3 | Nevertheless, you might have wanted to ask her. |

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| **Question #** | **2** |
| **Kaplan QID** | **TLDE4354** |
| Passage ID (file name) | TLDE4354 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | I wish I could make it to the seminar this afternoon. |
| Correct Answer | 1 |
| Option 1 | Don't worry. I'll take notes for you. |
| Option 2 | I hope you can come too. |
| Option 3 | Where's the meeting being held? |

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| **Question #** | **3** |
| **Kaplan QID** | **TLDE4355** |
| Passage ID (file name) | TLDE4355 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | I'm thinking about taking an extra class on top of my full course load. |
| Correct Answer | 1 |
| Option 1 | That's a recipe for disaster, isn't it? |
| Option 2 | Then you wouldn't have a leg to stand on. |
| Option 3 | How will you make ends meet? |

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| **Question #** | **4** |
| **Kaplan QID** | **TLDE4356** |
| Passage ID (file name) | TLDE4356 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | Can you believe we're expected to hand in this project today at 5 o'clock? |
| Correct Answer | 2 |
| Option 1 | Honestly, I don't trust you. |
| Option 2 | Perhaps we can get an extension. |
| Option 3 | It's a good thing we delivered it yesterday. |

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| **Question #** | **5** |
| **Kaplan QID** | **TLDE4357** |
| Passage ID (file name) | TLDE4357 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | If only you'd let me know beforehand! |
| Correct Answer | 2 |
| Option 1 | That's the one reason I told you. |
| Option 2 | I truly regret not getting in touch with you first. |
| Option 3 | I don't know why you allowed me to. |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE4358** |
| Passage ID (file name) | TLDE4358 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listening Passage 1  **Mr. Mancini:** Hi, Mrs. Johnston? I'm Mr. Mancini, your son's school counselor. Please, have a seat. Thanks for stopping by.   **Mrs. Johnston:** Hello, Mr. Mancini.   **Mr. Mancini:** To begin with, I'd like us to agree to be completely up front with each other today because this is not about us, it's about your son. I'm quite worried about him and, honestly, a bit puzzled. When he first arrived as a ninth-grader, he was very sociable and outgoing, but lately he's withdrawn from his classmates and become much more introverted. Furthermore, all his teachers have informed me that his grades are declining and he often seems depressed, occasionally even defiant in class.   **Mrs. Johnston:** Oh, Mr. Mancini. Yes, I'm so sorry! I've been reluctant to admit it, but I've been noticing similar patterns at home for a while now. I'd just been blaming it on adolescence though -- you know, the physical and psychological changes he was going through -- but I guess it's time to face reality.   **Mr. Mancini:** That's why I invited you here today -- to understand what's happening and to figure out a plan of action. So, can you tell me what you've noticed that's different about Kevin's behavior at home than in the past?   **Mrs. Johnston:** Well, he spends hours and hours alone in his room... with his door shut... on the computer, I think. That's about all he does these days. He used to love playing basketball on the neighborhood courts -- he'd spend hours there with his buddies, but he no longer goes there after school anymore. He just comes home and seals himself inside his room with that computer. I never see any of his friends around the house when I get home from work... not like I used to. And what do you mean his grades are falling? This is the first I've heard of it! As far as I knew, he was still a top student. Oh, I feel like he's been pulling the wool over my eyes!   **Mr. Mancini:** Have you discussed any of this with him?   **Mrs. Johnston:** Yes, well, no, not really. I tried to last week... I was standing outside his bedroom just about to knock when he suddenly opened the door and found me there. He proceeded to accuse me of eavesdropping on him, violating his privacy, and then slammed the door in my face. We haven't really spoken properly since then.   **Mr. Mancini:** Reopening a line of communication with Kevin as soon as possible is vital. He needs to know you're on his side and that he can talk to you. From what you've told me as well as what we've observed here at school, I'd also highly recommend he speak with a therapist, a professional counselor. His symptoms point to depression, which is serious enough, but might also suggest some sort of addiction, maybe a computer or online addiction.   **Mrs. Johnston:** Oh, I wish I knew what to do, but... I don't. And therapy sounds excessive, especially since I know my own son best. Besides, it's insulting, like I can't handle my own son and his problems.   **Mr. Mancini:** Mrs. Johnston. If I were you, I'd focus on what's best for your son, and talking with him and providing him with the opportunity to talk with a professional would definitely be a good place to start. Another option would be to limit the time he spends on his computer, perhaps move it out of his room into a more public space, like the living room. That way you could better keep tabs on what he's doing on the computer and online... make it more of a family affair than a concealed, isolated activity.   **Mrs. Johnston:** Thanks, Mr. Mancini. I appreciate your concern about Kevin. I'm going to mull over what we've just talked about, and then I'll call you tomorrow to let you what I've decided to do.   **Mr. Mancini:** OK, Mrs. Johnston. Please do call. We need to take action sooner rather than later to ensure that things don't get worse for Kevin. I'll look forward to hearing from you tomorrow then. Good day.   **Narrator:** Now answer the questions. |
| Stem / Prompt | How has Kevin changed recently? |
| Correct Answer | 1 |
| Option 1 | He's grown more bashful than before. |
| Option 2 | He's become less extroverted than before. |
| Option 3 | He's become more assertive than before. |

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| **Question #** | **7** |
| **Kaplan QID** | **TLDE4359** |
| Passage ID (file name) | TLDE4358 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What are the symptoms upon which Mr. Mancini bases his statement that Kevin may be suffering from depression? |
| Correct Answer | 3 |
| Option 1 | The fact that he's been caught eavesdropping on his mother and teachers. |
| Option 2 | The fact that his performance on the basketball court has suffered. |
| Option 3 | The fact that he is no longer prospering at school. |

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| **Question #** | **8** |
| **Kaplan QID** | **TLDE4360** |
| Passage ID (file name) | TLDE4358 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What advice does Mr. Mancini NOT give Kevin's mother? |
| Correct Answer | 2 |
| Option 1 | He suggests she change the physical layout of her home. |
| Option 2 | He recommends she have Kevin attend physical therapy. |
| Option 3 | He says she should talk more with her son. |

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| **Question #** | **9** |
| **Kaplan QID** | **TLDE4361** |
| Passage ID (file name) | TLDE4358 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What is the woman's attitude toward counseling for her son? |
| Correct Answer | 1 |
| Option 1 | She thinks she should be able to deal with his problems without therapy. |
| Option 2 | She is grateful for Mr. Mancini's advice about counseling. |
| Option 3 | She worries that her son might consider it an invasion of his privacy. |

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| **Question #** | **10** |
| **Kaplan QID** | **TLIN4362** |
| Passage ID (file name) | TLDE4358 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What will Mrs. Johnston probably do next? |
| Correct Answer | 3 |
| Option 1 | She will call Mr. Mancini. |
| Option 2 | She will talk to her son about what she and Mr. Mancini discussed. |
| Option 3 | She will consider Mr. Mancini's advice. |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI4363** |
| Passage ID (file name) | TLMI4363 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listening Passage 2  **Reporter:** Considered legitimate artists by some people while labeled vandals or criminals by others, graffiti artists have divided the largely conservative community of Springville, Massachusetts. Graffiti had been virtually nonexistent in this affluent, suburban town outside of Boston until a few weeks ago when a sudden epidemic of spray-painted tags and murals erupted almost overnight. It can now be found throughout the town on a variety of structures from bridges to the walls of local businesses and, ironically, the courthouse steps. Tagging, of course, refers to the signature or initials of the graffiti artist whereas murals are generally colorful and, at times, elaborate pictures.   Some Springville inhabitants, including the mayor, are furious because of what they consider to be a blight on their fair surroundings. Yet, not all residents, even in the same family, share this point of view. We found Mr. and Mrs. Lukach, tending their lawn in front of the house they have owned and lived in for 42 years, and asked for their opinions on the matter. Let's listen to what they had to say.   **Mr. Lukach:** In my opinion, not only is it illegal but also dreadfully tasteless. Quite frankly, these tags are terrible eyesores. I wouldn't be surprised if the perpetrators couldn't even spell their own names, let alone draw proper pictures. Springville is a prosperous, historic town that attracts tourists looking for a retreat from the stress and crime of the big city. We don't need these graffiti artists to harm our reputation and drive those tourists away. Plus, from what I hear, graffiti brings gangs and more serious crimes along with it, and that's all I need to be worrying about day and night! This town and country are clearly headed for disaster!   **Mrs. Lukach:** Oh, don't listen to him. He's just a grouchy old man. Personally, I don't see what the fuss is all about. While I agree that tagging may be less than attractive, have you had a look at some of those murals down by the waterfront? They're gorgeous and really brighten up the gloomy buildings. As a matter of fact, I think if it were well managed and monitored, a graffiti project could help revitalize our town. Unfortunately, ever since they tightened the reins on the budget, there hasn't been any money to scrape together for art and beautification projects. Were city leaders to designate certain areas as outdoor art spaces and then commission graffiti artists to paint there, it could trigger an economic and artistic rebirth in Springville. I've heard of similar projects in places like New York and Berlin that drew attention to previously impoverished areas and turned their fortunes around completely. After all, some of these anonymous spray-painters are real artists -- the kind of people whose talents we should be celebrating and putting on display, not threatening with imprisonment. Don't you agree, honey?   **Narrator:** Now answer the questions. |
| Stem / Prompt | What is the report mainly about? |
| Correct Answer | 3 |
| Option 1 | an examination of why graffiti is illegal |
| Option 2 | the complaints of residents who dislike graffiti |
| Option 3 | the reactions to graffiti in one town |

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| **Question #** | **12** |
| **Kaplan QID** | **TLDE4364** |
| Passage ID (file name) | TLMI4363 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following examples of graffiti are referred to in the report? |
| Correct Answer | 1 |
| Option 1 | artists' names on bridges |
| Option 2 | young people's "tags" on city hall |
| Option 3 | gang symbols on city property |

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| **Question #** | **13** |
| **Kaplan QID** | **TLDE4365** |
| Passage ID (file name) | TLMI4363 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What do Mr. and Mrs. Lukach agree upon regarding the recent graffiti in Springville? |
| Correct Answer | 1 |
| Option 1 | They both think tagging can be ugly. |
| Option 2 | They both feel it might damage local tourism. |
| Option 3 | They both think that it could be used for public good. |

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| **Question #** | **14** |
| **Kaplan QID** | **TLDE4366** |
| Passage ID (file name) | TLMI4363 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does Mrs. Lukach suggest be done about the graffiti controversy? |
| Correct Answer | 3 |
| Option 1 | The town should raise money to support the local graffiti artists. |
| Option 2 | The town should open a graffiti museum. |
| Option 3 | The town should set aside areas for graffiti artists. |

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| **Question #** | **15** |
| **Kaplan QID** | **TLDE4367** |
| Passage ID (file name) | TLMI4363 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What is one of Mr. Lukach's main criticisms of the graffiti? |
| Correct Answer | 2 |
| Option 1 | It appeared quickly and unexpectedly. |
| Option 2 | It could result in rising crime rates in the town. |
| Option 3 | It attracts too many tourists to the town. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRDE4318** |
| Passage ID (file name) | TRDE4318 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | **John:** Who took my wallet? You guys have been here all afternoon, but Ben left around two. **Steve:** And no one else has come in the room, so it \_\_\_\_\_ Ben. |
| Correct Answer | 4 |
| Option 1 | ought to be |
| Option 2 | should have been |
| Option 3 | would be |
| Option 4 | must have been |

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| **Question #** | **2** |
| **Kaplan QID** | **TRDE4319** |
| Passage ID (file name) | TRDE4319 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | We had a great time last night. I wish you \_\_\_\_\_ to the party with us. |
| Correct Answer | 2 |
| Option 1 | came |
| Option 2 | had come |
| Option 3 | could come |
| Option 4 | should have come |

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| **Question #** | **3** |
| **Kaplan QID** | **TRDE4320** |
| Passage ID (file name) | TRDE4320 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | Health officials strongly suggest that everyone \_\_\_\_\_ a flu shot every year. |
| Correct Answer | 1 |
| Option 1 | get |
| Option 2 | gets |
| Option 3 | has gotten |
| Option 4 | have gotten |

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| **Question #** | **4** |
| **Kaplan QID** | **TRDE4321** |
| Passage ID (file name) | TRDE4321 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | Over the weekend I saw 5 movies, \_\_\_\_\_ was interesting. |
| Correct Answer | 3 |
| Option 1 | neither of which |
| Option 2 | all of them |
| Option 3 | none of which |
| Option 4 | that |

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| **Question #** | **5** |
| **Kaplan QID** | **TRDE4322** |
| Passage ID (file name) | TRDE4322 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | Sea turtles are graceful swimmers with limbs modified into long flippers \_\_\_\_\_ them to migrate long distances. |
| Correct Answer | 2 |
| Option 1 | enables |
| Option 2 | that enable |
| Option 3 | to enabling |
| Option 4 | were enabling |

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| **Question #** | **6** |
| **Kaplan QID** | **TRDE4323** |
| Passage ID (file name) | TRDE4323 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | I always go running as soon as I get up in the morning. \_\_\_\_\_, I can never find the time to do it. |
| Correct Answer | 2 |
| Option 1 | Consequently |
| Option 2 | Otherwise |
| Option 3 | Meanwhile |
| Option 4 | Nevertheless |

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| **Question #** | **7** |
| **Kaplan QID** | **TRDE4324** |
| Passage ID (file name) | TRDE4324 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | The manager asked her employees how much time \_\_\_\_\_ on the project the previous week. |
| Correct Answer | 3 |
| Option 1 | spent |
| Option 2 | did they spend |
| Option 3 | they had spent |
| Option 4 | had they spent |

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| **Question #** | **8** |
| **Kaplan QID** | **TRDE4325** |
| Passage ID (file name) | TRDE4325 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | **Sam:** This is the first time I've seen you at this gym. **Paul:** Really? I \_\_\_\_\_ here for a couple years. |
| Correct Answer | 2 |
| Option 1 | had been working out |
| Option 2 | have been working out |
| Option 3 | am working out |
| Option 4 | work out |

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| **Question #** | **9** |
| **Kaplan QID** | **TRDE4326** |
| Passage ID (file name) | TRDE4326 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | This coming June, I \_\_\_\_\_ a student at Kaplan for a year. |
| Correct Answer | 4 |
| Option 1 | have been |
| Option 2 | will be |
| Option 3 | had been |
| Option 4 | will have been |

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| **Question #** | **10** |
| **Kaplan QID** | **TRDE4327** |
| Passage ID (file name) | TRDE4327 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Stem / Prompt | If the rescue team had gotten to the mine any later than it did, the miners probably \_\_\_\_\_ out alive. |
| Correct Answer | 4 |
| Option 1 | wouldn't make it |
| Option 2 | wouldn't be making it |
| Option 3 | wouldn't have been making it |
| Option 4 | wouldn't have made it |

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| **Question #** | **11** |
| **Kaplan QID** | **TRDE4328** |
| Passage ID (file name) | TRDE4328 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 1*   |  |  | | --- | --- | | **Host:** | Good Morning! This is Jan Wilson of the WXYZ \"Daily Morning show\". Today I'll be talking to former New Orleans resident, Pulitzer Prize winning novelist, David Chase. Good Morning, David. Welcome! | | **David:** | Thank you. It's good to be here today. | | **Host:** | Tell me a little bit about yourself. Are you a native of New Orleans? | | **David:** | Yes. My family there goes back several generations. In fact, prior to Hurricane Katrina in 2005, my family \_\_\_\_\_ there since before the Civil War. I guess that's why so many of my novels are set there. | | **Host:** | Where is your family now? | | **David:** | Well, after the hurricane, my parents' home was ruined, so they \_\_\_\_\_, and now they live with my sister and brother in L.A. I think it's been really tough on them after spending their entire life in New Orleans. | | **Host:** | How about yourself? What made you decide to live in New York again after being away for so long? | | **David:** | Well, after the hurricane I was really depressed and started regretting \_\_\_\_\_ to New Orleans in the first place. My business had been destroyed. I had no job, no home. I didn't know what I should do. But I had gone to Columbia University, and I still know a lot of people here.  I \_\_\_\_\_ to L.A. too because I had a couple of job offers there, but I preferred to come back to the New York area -- I always loved it here and still have lots of friends here. | | **Host:** | I've heard rumors lately that you're thinking about starting a New Orleans Film Festival which \_\_\_\_\_ the week before Mardi Gras. We have to take a short commercial break, but when we return David will tell us about his plans. | |
| Stem / Prompt | In fact, prior to Hurricane Katrina in 2005, my family \_\_\_\_\_ there since before the Civil War. |
| Correct Answer | 4 |
| Option 1 | lived |
| Option 2 | has lived |
| Option 3 | has been living |
| Option 4 | had been living |

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| **Question #** | **12** |
| **Kaplan QID** | **TRDE4329** |
| Passage ID (file name) | TRDE4328 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 1*   |  |  | | --- | --- | | **Host:** | Good Morning! This is Jan Wilson of the WXYZ \"Daily Morning show\". Today I'll be talking to former New Orleans resident, Pulitzer Prize winning novelist, David Chase. Good Morning, David. Welcome! | | **David:** | Thank you. It's good to be here today. | | **Host:** | Tell me a little bit about yourself. Are you a native of New Orleans? | | **David:** | Yes. My family there goes back several generations. In fact, prior to Hurricane Katrina in 2005, my family \_\_\_\_\_ there since before the Civil War. I guess that's why so many of my novels are set there. | | **Host:** | Where is your family now? | | **David:** | Well, after the hurricane, my parents' home was ruined, so they \_\_\_\_\_, and now they live with my sister and brother in L.A. I think it's been really tough on them after spending their entire life in New Orleans. | | **Host:** | How about yourself? What made you decide to live in New York again after being away for so long? | | **David:** | Well, after the hurricane I was really depressed and started regretting \_\_\_\_\_ to New Orleans in the first place. My business had been destroyed. I had no job, no home. I didn't know what I should do. But I had gone to Columbia University, and I still know a lot of people here.  I \_\_\_\_\_ to L.A. too because I had a couple of job offers there, but I preferred to come back to the New York area -- I always loved it here and still have lots of friends here. | | **Host:** | I've heard rumors lately that you're thinking about starting a New Orleans Film Festival which \_\_\_\_\_ the week before Mardi Gras. We have to take a short commercial break, but when we return David will tell us about his plans. | |
| Stem / Prompt | Well, after the hurricane, my parents' home was ruined, so they \_\_\_\_\_, and now they live with my sister and brother in L.A. I think it's been really tough on them after spending their entire life in New Orleans. |
| Correct Answer | 3 |
| Option 1 | had been moved |
| Option 2 | had moved |
| Option 3 | had to move |
| Option 4 | had been moving |

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| **Question #** | **13** |
| **Kaplan QID** | **TRDE4330** |
| Passage ID (file name) | TRDE4328 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 1*   |  |  | | --- | --- | | **Host:** | Good Morning! This is Jan Wilson of the WXYZ \"Daily Morning show\". Today I'll be talking to former New Orleans resident, Pulitzer Prize winning novelist, David Chase. Good Morning, David. Welcome! | | **David:** | Thank you. It's good to be here today. | | **Host:** | Tell me a little bit about yourself. Are you a native of New Orleans? | | **David:** | Yes. My family there goes back several generations. In fact, prior to Hurricane Katrina in 2005, my family \_\_\_\_\_ there since before the Civil War. I guess that's why so many of my novels are set there. | | **Host:** | Where is your family now? | | **David:** | Well, after the hurricane, my parents' home was ruined, so they \_\_\_\_\_, and now they live with my sister and brother in L.A. I think it's been really tough on them after spending their entire life in New Orleans. | | **Host:** | How about yourself? What made you decide to live in New York again after being away for so long? | | **David:** | Well, after the hurricane I was really depressed and started regretting \_\_\_\_\_ to New Orleans in the first place. My business had been destroyed. I had no job, no home. I didn't know what I should do. But I had gone to Columbia University, and I still know a lot of people here.  I \_\_\_\_\_ to L.A. too because I had a couple of job offers there, but I preferred to come back to the New York area -- I always loved it here and still have lots of friends here. | | **Host:** | I've heard rumors lately that you're thinking about starting a New Orleans Film Festival which \_\_\_\_\_ the week before Mardi Gras. We have to take a short commercial break, but when we return David will tell us about his plans. | |
| Stem / Prompt | Well, after the hurricane I was really depressed and started regretting \_\_\_\_\_ to New Orleans in the first place. My business had been destroyed. |
| Correct Answer | 3 |
| Option 1 | that I should move |
| Option 2 | to move |
| Option 3 | having moved |
| Option 4 | to have moved |

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| **Question #** | **14** |
| **Kaplan QID** | **TRDE4331** |
| Passage ID (file name) | TRDE4328 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 1*   |  |  | | --- | --- | | **Host:** | Good Morning! This is Jan Wilson of the WXYZ \"Daily Morning show\". Today I'll be talking to former New Orleans resident, Pulitzer Prize winning novelist, David Chase. Good Morning, David. Welcome! | | **David:** | Thank you. It's good to be here today. | | **Host:** | Tell me a little bit about yourself. Are you a native of New Orleans? | | **David:** | Yes. My family there goes back several generations. In fact, prior to Hurricane Katrina in 2005, my family \_\_\_\_\_ there since before the Civil War. I guess that's why so many of my novels are set there. | | **Host:** | Where is your family now? | | **David:** | Well, after the hurricane, my parents' home was ruined, so they \_\_\_\_\_, and now they live with my sister and brother in L.A. I think it's been really tough on them after spending their entire life in New Orleans. | | **Host:** | How about yourself? What made you decide to live in New York again after being away for so long? | | **David:** | Well, after the hurricane I was really depressed and started regretting \_\_\_\_\_ to New Orleans in the first place. My business had been destroyed. I had no job, no home. I didn't know what I should do. But I had gone to Columbia University, and I still know a lot of people here.  I \_\_\_\_\_ to L.A. too because I had a couple of job offers there, but I preferred to come back to the New York area -- I always loved it here and still have lots of friends here. | | **Host:** | I've heard rumors lately that you're thinking about starting a New Orleans Film Festival which \_\_\_\_\_ the week before Mardi Gras. We have to take a short commercial break, but when we return David will tell us about his plans. | |
| Stem / Prompt | I \_\_\_\_\_ to L.A. too because I had a couple of job offers there, but I preferred to come back to the New York area -- I always loved it here and still have lots of friends here. |
| Correct Answer | 1 |
| Option 1 | could have moved |
| Option 2 | ought to have been moving |
| Option 3 | can move |
| Option 4 | will move |

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| **Question #** | **15** |
| **Kaplan QID** | **TRDE4332** |
| Passage ID (file name) | TRDE4328 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 1*   |  |  | | --- | --- | | **Host:** | Good Morning! This is Jan Wilson of the WXYZ \"Daily Morning show\". Today I'll be talking to former New Orleans resident, Pulitzer Prize winning novelist, David Chase. Good Morning, David. Welcome! | | **David:** | Thank you. It's good to be here today. | | **Host:** | Tell me a little bit about yourself. Are you a native of New Orleans? | | **David:** | Yes. My family there goes back several generations. In fact, prior to Hurricane Katrina in 2005, my family \_\_\_\_\_ there since before the Civil War. I guess that's why so many of my novels are set there. | | **Host:** | Where is your family now? | | **David:** | Well, after the hurricane, my parents' home was ruined, so they \_\_\_\_\_, and now they live with my sister and brother in L.A. I think it's been really tough on them after spending their entire life in New Orleans. | | **Host:** | How about yourself? What made you decide to live in New York again after being away for so long? | | **David:** | Well, after the hurricane I was really depressed and started regretting \_\_\_\_\_ to New Orleans in the first place. My business had been destroyed. I had no job, no home. I didn't know what I should do. But I had gone to Columbia University, and I still know a lot of people here.  I \_\_\_\_\_ to L.A. too because I had a couple of job offers there, but I preferred to come back to the New York area -- I always loved it here and still have lots of friends here. | | **Host:** | I've heard rumors lately that you're thinking about starting a New Orleans Film Festival which \_\_\_\_\_ the week before Mardi Gras. We have to take a short commercial break, but when we return David will tell us about his plans. | |
| Stem / Prompt | I've heard rumors lately that you're thinking about starting a New Orleans Film Festival which \_\_\_\_\_ the week before Mardi Gras. |
| Correct Answer | 2 |
| Option 1 | takes place |
| Option 2 | would take place |
| Option 3 | has taken place |
| Option 4 | should take place |

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| **Question #** | **16** |
| **Kaplan QID** | **TRDE4333** |
| Passage ID (file name) | TRDE4333 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 2*  Some theorize that the world is held together by Scotch Tape. If that's not true, it \_\_\_\_\_ be. 3M, the company that invented Scotch Tape, makes enough each day \_\_\_\_\_ the earth almost three times. This certainly \_\_\_\_\_ by a young 3M engineer named Richard Drew when he invented the tape in 1930. Drew had sought \_\_\_\_\_ a product to seal the cellophane wrap that food producers started using to cover everything from bread to candy and he thought, \"Why not coat strips of cellophane itself with adhesive?\" When Drew put adhesive, or glue, on one side of cellophane, Scotch Tape was born. It also soon became obsolete for its original vegetable-wrapping purpose. \_\_\_\_\_, the Great Depression came to the rescue: consumers took to the tape as a dollar-stretcher, to make worn items usable again. Ever since, it's just kind of stuck. |
| Stem / Prompt | If that's not true, it \_\_\_\_\_ be. |
| Correct Answer | 4 |
| Option 1 | must |
| Option 2 | has to |
| Option 3 | would |
| Option 4 | could |

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| **Question #** | **17** |
| **Kaplan QID** | **TRDE4334** |
| Passage ID (file name) | TRDE4333 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 2*  Some theorize that the world is held together by Scotch Tape. If that's not true, it \_\_\_\_\_ be. 3M, the company that invented Scotch Tape, makes enough each day \_\_\_\_\_ the earth almost three times. This certainly \_\_\_\_\_ by a young 3M engineer named Richard Drew when he invented the tape in 1930. Drew had sought \_\_\_\_\_ a product to seal the cellophane wrap that food producers started using to cover everything from bread to candy and he thought, \"Why not coat strips of cellophane itself with adhesive?\" When Drew put adhesive, or glue, on one side of cellophane, Scotch Tape was born. It also soon became obsolete for its original vegetable-wrapping purpose. \_\_\_\_\_, the Great Depression came to the rescue: consumers took to the tape as a dollar-stretcher, to make worn items usable again. Ever since, it's just kind of stuck. |
| Stem / Prompt | 3M, the company that invented Scotch Tape, makes enough each day \_\_\_\_\_ the earth almost three times. |
| Correct Answer | 3 |
| Option 1 | circling |
| Option 2 | will circle |
| Option 3 | to circle |
| Option 4 | from circling |

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| **Question #** | **18** |
| **Kaplan QID** | **TRDE4335** |
| Passage ID (file name) | TRDE4333 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 2*  Some theorize that the world is held together by Scotch Tape. If that's not true, it \_\_\_\_\_ be. 3M, the company that invented Scotch Tape, makes enough each day \_\_\_\_\_ the earth almost three times. This certainly \_\_\_\_\_ by a young 3M engineer named Richard Drew when he invented the tape in 1930. Drew had sought \_\_\_\_\_ a product to seal the cellophane wrap that food producers started using to cover everything from bread to candy and he thought, \"Why not coat strips of cellophane itself with adhesive?\" When Drew put adhesive, or glue, on one side of cellophane, Scotch Tape was born. It also soon became obsolete for its original vegetable-wrapping purpose. \_\_\_\_\_, the Great Depression came to the rescue: consumers took to the tape as a dollar-stretcher, to make worn items usable again. Ever since, it's just kind of stuck. |
| Stem / Prompt | This certainly \_\_\_\_\_ by a young 3M engineer named Richard Drew when he invented the tape in 1930. |
| Correct Answer | 1 |
| Option 1 | was not foreseen |
| Option 2 | did not foresee |
| Option 3 | did not foresaw |
| Option 4 | has not been foreseen |

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| **Question #** | **19** |
| **Kaplan QID** | **TRDE4336** |
| Passage ID (file name) | TRDE4333 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 2*  Some theorize that the world is held together by Scotch Tape. If that's not true, it \_\_\_\_\_ be. 3M, the company that invented Scotch Tape, makes enough each day \_\_\_\_\_ the earth almost three times. This certainly \_\_\_\_\_ by a young 3M engineer named Richard Drew when he invented the tape in 1930. Drew had sought \_\_\_\_\_ a product to seal the cellophane wrap that food producers started using to cover everything from bread to candy and he thought, \"Why not coat strips of cellophane itself with adhesive?\" When Drew put adhesive, or glue, on one side of cellophane, Scotch Tape was born. It also soon became obsolete for its original vegetable-wrapping purpose. \_\_\_\_\_, the Great Depression came to the rescue: consumers took to the tape as a dollar-stretcher, to make worn items usable again. Ever since, it's just kind of stuck. |
| Stem / Prompt | Drew had sought \_\_\_\_\_ a product to seal the cellophane wrap that food producers started using to cover everything from bread to candy and he thought, "Why not coat strips of cellophane itself with adhesive?" |
| Correct Answer | 2 |
| Option 1 | creating |
| Option 2 | to create |
| Option 3 | created |
| Option 4 | that created |

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| **Question #** | **20** |
| **Kaplan QID** | **TRDE4337** |
| Passage ID (file name) | TRDE4333 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 2*  Some theorize that the world is held together by Scotch Tape. If that's not true, it \_\_\_\_\_ be. 3M, the company that invented Scotch Tape, makes enough each day \_\_\_\_\_ the earth almost three times. This certainly \_\_\_\_\_ by a young 3M engineer named Richard Drew when he invented the tape in 1930. Drew had sought \_\_\_\_\_ a product to seal the cellophane wrap that food producers started using to cover everything from bread to candy and he thought, "Why not coat strips of cellophane itself with adhesive?" When Drew put adhesive, or glue, on one side of cellophane, Scotch Tape was born. It also soon became obsolete for its original vegetable-wrapping purpose. \_\_\_\_\_, the Great Depression came to the rescue: consumers took to the tape as a dollar-stretcher, to make worn items usable again. Ever since, it's just kind of stuck. |
| Stem / Prompt | \_\_\_\_\_, the Great Depression came to the rescue: consumers took to the tape as a dollar-stretcher, to make worn items usable again. Ever since, it's just kind of stuck. |
| Correct Answer | 2 |
| Option 1 | Irony |
| Option 2 | Ironically |
| Option 3 | Ironical |
| Option 4 | Ironic |

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| **Question #** | **21** |
| **Kaplan QID** | **TRDE4338** |
| Passage ID (file name) | TRDE4338 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 3*  Walt Disney was a pioneer and innovator who visualized quirky, whimsical characters and fun, fanciful worlds and made them materialize. Born on December 5, 1901, he built an amazing legacy in his 65 years. Walt's creativity and entrepreneurial nature appeared at an early age when he first sold sketches to his neighbors at the age of seven. He had formed his own company and experienced bankruptcy before the age of twenty-two. It was at this point that he went to Hollywood, where he and his brother Roy started the venture that would become Disney Productions.   In 1928, Walt created a new animated character that he was going to call Mortimer Mouse until his wife suggested that 'Mickey' would be a better name. Mickey Mouse made his debut in *Steamboat Willie*, the world's first synchronized sound cartoon. As Walt said in later years, \"I only hope that we don't lose sight of one thing -- that it was all started by a mouse.\"   Over the next few years, Walt had many firsts. *Snow White and the Seven Dwarfs*, the first full-length animated musical feature, premiered in 1937. It was produced for $1.5 million, an amount previously unheard of, particularly since the United States was experiencing the difficult economic years of the Great Depression.   In 1955, his dream of an amusement park was finally realized with the opening of Disneyland. The park includes five distinct areas: Main Street, U.S.A., a replica of a small American town as it would have looked at the beginning of the twentieth century; Adventureland, which conjures up an exotic place far from civilization; Frontierland, which recreates the pioneer days of the American West; Fantasyland, which depicts the world in children's storybooks (Sleeping Beauty, Peter Pan, and Alice in Wonderland), and Tomorrowland, which represents the world of the future.   Walt also began expanding his interests in other areas. In 1955, the studio's first daily television show, the popular Mickey Mouse Club, began airing. It continued in many various versions into the 1990s. After developing television programming, he turned his attention to the problem of improving the quality of life in America. He was personally able to direct the design of an Experimental Prototype Community of Tomorrow (EPCOT) and the purchase of 43 square miles of land in Florida on which to build it. Walt Disney died almost five years before Walt Disney World opened to the public.   Walt Disney surely possessed one of the most fertile and unique imaginations the world has ever known. His vision, enthusiasm, and persistence made dreams come true and have continued to influence the world years after his death. |
| Stem / Prompt | According to the passage, Walt Disney \_\_\_\_\_. |
| Correct Answer | 3 |
| Option 1 | didn't start a successful company until 1955 |
| Option 2 | focused solely on building an amusement park until it was completed |
| Option 3 | believed that Mickey Mouse was responsible for his successful empire |
| Option 4 | formed his first company with his brother |

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| **Question #** | **22** |
| **Kaplan QID** | **TRKT4339** |
| Passage ID (file name) | TRDE4338 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Reading Passage 3*  Walt Disney was a pioneer and innovator who visualized quirky, whimsical characters and fun, fanciful worlds and made them materialize. Born on December 5, 1901, he built an amazing legacy in his 65 years. Walt's creativity and entrepreneurial nature appeared at an early age when he first sold sketches to his neighbors at the age of seven. He had formed his own company and experienced bankruptcy before the age of twenty-two. It was at this point that he went to Hollywood, where he and his brother Roy started the venture that would become Disney Productions.   In 1928, Walt created a new animated character that he was going to call Mortimer Mouse until his wife suggested that 'Mickey' would be a better name. Mickey Mouse made his debut in *Steamboat Willie*, the world's first synchronized sound cartoon. As Walt said in later years, \"I only hope that we don't lose sight of one thing -- that it was all started by a mouse.\"   Over the next few years, Walt had many firsts. *Snow White and the Seven Dwarfs*, the first full-length animated musical feature, premiered in 1937. It was produced for $1.5 million, an amount previously unheard of, particularly since the United States was experiencing the difficult economic years of the Great Depression.   In 1955, his dream of an amusement park was finally realized with the opening of Disneyland. The park includes five distinct areas: Main Street, U.S.A., a replica of a small American town as it would have looked at the beginning of the twentieth century; Adventureland, which conjures up an exotic place far from civilization; Frontierland, which recreates the pioneer days of the American West; Fantasyland, which depicts the world in children's storybooks (Sleeping Beauty, Peter Pan, and Alice in Wonderland), and Tomorrowland, which represents the world of the future.   Walt also began expanding his interests in other areas. In 1955, the studio's first daily television show, the popular Mickey Mouse Club, began airing. It continued in many various versions into the 1990s. After developing television programming, he turned his attention to the problem of improving the quality of life in America. He was personally able to direct the design of an Experimental Prototype Community of Tomorrow (EPCOT) and the purchase of 43 square miles of land in Florida on which to build it. Walt Disney died almost five years before Walt Disney World opened to the public.   Walt Disney surely possessed one of the most fertile and unique imaginations the world has ever known. His vision, enthusiasm, and persistence made dreams come true and have continued to influence the world years after his death. |
| Stem / Prompt | The word *whimsical* in paragraph 1 is closest in meaning to \_\_\_\_\_. |
| Correct Answer | 3 |
| Option 1 | uncertain |
| Option 2 | realistic |
| Option 3 | playful |
| Option 4 | grouchy |

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| **Question #** | **23** |
| **Kaplan QID** | **TRDE4340** |
| Passage ID (file name) | TRDE4338 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 3*  Walt Disney was a pioneer and innovator who visualized quirky, whimsical characters and fun, fanciful worlds and made them materialize. Born on December 5, 1901, he built an amazing legacy in his 65 years. Walt's creativity and entrepreneurial nature appeared at an early age when he first sold sketches to his neighbors at the age of seven. He had formed his own company and experienced bankruptcy before the age of twenty-two. It was at this point that he went to Hollywood, where he and his brother Roy started the venture that would become Disney Productions.   In 1928, Walt created a new animated character that he was going to call Mortimer Mouse until his wife suggested that 'Mickey' would be a better name. Mickey Mouse made his debut in *Steamboat Willie*, the world's first synchronized sound cartoon. As Walt said in later years, \"I only hope that we don't lose sight of one thing -- that it was all started by a mouse.\"   Over the next few years, Walt had many firsts. *Snow White and the Seven Dwarfs*, the first full-length animated musical feature, premiered in 1937. It was produced for $1.5 million, an amount previously unheard of, particularly since the United States was experiencing the difficult economic years of the Great Depression.   In 1955, his dream of an amusement park was finally realized with the opening of Disneyland. The park includes five distinct areas: Main Street, U.S.A., a replica of a small American town as it would have looked at the beginning of the twentieth century; Adventureland, which conjures up an exotic place far from civilization; Frontierland, which recreates the pioneer days of the American West; Fantasyland, which depicts the world in children's storybooks (Sleeping Beauty, Peter Pan, and Alice in Wonderland), and Tomorrowland, which represents the world of the future.   Walt also began expanding his interests in other areas. In 1955, the studio's first daily television show, the popular Mickey Mouse Club, began airing. It continued in many various versions into the 1990s. After developing television programming, he turned his attention to the problem of improving the quality of life in America. He was personally able to direct the design of an Experimental Prototype Community of Tomorrow (EPCOT) and the purchase of 43 square miles of land in Florida on which to build it. Walt Disney died almost five years before Walt Disney World opened to the public.   Walt Disney surely possessed one of the most fertile and unique imaginations the world has ever known. His vision, enthusiasm, and persistence made dreams come true and have continued to influence the world years after his death. |
| Stem / Prompt | According to the passage, Walt Disney designed EPCOT because he wanted \_\_\_\_\_ |
| Correct Answer | 1 |
| Option 1 | to help create better living conditions for his fellow citizens. |
| Option 2 | to improve his own personal life. |
| Option 3 | to represent a better lifestyle on his television shows. |
| Option 4 | to create a better quality of life for his employees. |

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| **Question #** | **24** |
| **Kaplan QID** | **TRDE4341** |
| Passage ID (file name) | TRDE4338 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 3*  Walt Disney was a pioneer and innovator who visualized quirky, whimsical characters and fun, fanciful worlds and made them materialize. Born on December 5, 1901, he built an amazing legacy in his 65 years. Walt's creativity and entrepreneurial nature appeared at an early age when he first sold sketches to his neighbors at the age of seven. He had formed his own company and experienced bankruptcy before the age of twenty-two. It was at this point that he went to Hollywood, where he and his brother Roy started the venture that would become Disney Productions.   In 1928, Walt created a new animated character that he was going to call Mortimer Mouse until his wife suggested that 'Mickey' would be a better name. Mickey Mouse made his debut in *Steamboat Willie*, the world's first synchronized sound cartoon. As Walt said in later years, \"I only hope that we don't lose sight of one thing -- that it was all started by a mouse.\"   Over the next few years, Walt had many firsts. *Snow White and the Seven Dwarfs*, the first full-length animated musical feature, premiered in 1937. It was produced for $1.5 million, an amount previously unheard of, particularly since the United States was experiencing the difficult economic years of the Great Depression.   In 1955, his dream of an amusement park was finally realized with the opening of Disneyland. The park includes five distinct areas: Main Street, U.S.A., a replica of a small American town as it would have looked at the beginning of the twentieth century; Adventureland, which conjures up an exotic place far from civilization; Frontierland, which recreates the pioneer days of the American West; Fantasyland, which depicts the world in children's storybooks (Sleeping Beauty, Peter Pan, and Alice in Wonderland), and Tomorrowland, which represents the world of the future.   Walt also began expanding his interests in other areas. In 1955, the studio's first daily television show, the popular Mickey Mouse Club, began airing. It continued in many various versions into the 1990s. After developing television programming, he turned his attention to the problem of improving the quality of life in America. He was personally able to direct the design of an Experimental Prototype Community of Tomorrow (EPCOT) and the purchase of 43 square miles of land in Florida on which to build it. Walt Disney died almost five years before Walt Disney World opened to the public.   Walt Disney surely possessed one of the most fertile and unique imaginations the world has ever known. His vision, enthusiasm, and persistence made dreams come true and have continued to influence the world years after his death. |
| Stem / Prompt | All of the following are areas of Disneyland EXCEPT \_\_\_\_\_. |
| Correct Answer | 3 |
| Option 1 | Fantasyland |
| Option 2 | Main Street, U.S.A. |
| Option 3 | Alice in Wonderland |
| Option 4 | Tomorrowland |

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| **Question #** | **25** |
| **Kaplan QID** | **TRDE4342** |
| Passage ID (file name) | TRDE4338 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 3*  Walt Disney was a pioneer and innovator who visualized quirky, whimsical characters and fun, fanciful worlds and made them materialize. Born on December 5, 1901, he built an amazing legacy in his 65 years. Walt's creativity and entrepreneurial nature appeared at an early age when he first sold sketches to his neighbors at the age of seven. He had formed his own company and experienced bankruptcy before the age of twenty-two. It was at this point that he went to Hollywood, where he and his brother Roy started the venture that would become Disney Productions.   In 1928, Walt created a new animated character that he was going to call Mortimer Mouse until his wife suggested that 'Mickey' would be a better name. Mickey Mouse made his debut in *Steamboat Willie*, the world's first synchronized sound cartoon. As Walt said in later years, \"I only hope that we don't lose sight of one thing -- that it was all started by a mouse.\"   Over the next few years, Walt had many firsts. *Snow White and the Seven Dwarfs*, the first full-length animated musical feature, premiered in 1937. It was produced for $1.5 million, an amount previously unheard of, particularly since the United States was experiencing the difficult economic years of the Great Depression.   In 1955, his dream of an amusement park was finally realized with the opening of Disneyland. The park includes five distinct areas: Main Street, U.S.A., a replica of a small American town as it would have looked at the beginning of the twentieth century; Adventureland, which conjures up an exotic place far from civilization; Frontierland, which recreates the pioneer days of the American West; Fantasyland, which depicts the world in children's storybooks (Sleeping Beauty, Peter Pan, and Alice in Wonderland), and Tomorrowland, which represents the world of the future.   Walt also began expanding his interests in other areas. In 1955, the studio's first daily television show, the popular Mickey Mouse Club, began airing. It continued in many various versions into the 1990s. After developing television programming, he turned his attention to the problem of improving the quality of life in America. He was personally able to direct the design of an Experimental Prototype Community of Tomorrow (EPCOT) and the purchase of 43 square miles of land in Florida on which to build it. Walt Disney died almost five years before Walt Disney World opened to the public.   Walt Disney surely possessed one of the most fertile and unique imaginations the world has ever known. His vision, enthusiasm, and persistence made dreams come true and have continued to influence the world years after his death. |
| Stem / Prompt | In paragraph 3, the author mentions the Great Depression in order to \_\_\_\_\_ |
| Correct Answer | 4 |
| Option 1 | explain why the film was so profitable. |
| Option 2 | point out how wealthy Disney was at that point. |
| Option 3 | indicate why the movie eventually lost so much money. |
| Option 4 | emphasize why the cost was unusual for the era. |

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| **Question #** | **26** |
| **Kaplan QID** | **TRMI4343** |
| Passage ID (file name) | TRMI4343 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Reading Passage 4*  What makes a good language learner? This is not at all an easy question to answer, as linguists have debated this issue for centuries and still differ greatly in their views. However, there seem to be a number of recurring traits in those who are particularly skillful at foreign language acquisition.   One of the major determiners of a person's fluency is how extroverted the person is in general. For instance, a person who is more outgoing tends to achieve oral fluency more readily than a more reserved person does, although this personality trait may not enhance other language skills such as writing skills, learning vocabulary, or reading comprehension. But one thing seems clear: extroverts seem to be less concerned about how they sound or appear when speaking a foreign language. That is, they're less self-conscious. At the same time, since quieter people speak less than extroverts, they usually have less experience using the language actively with native speakers. Speaking more frequently and being more willing to make mistakes, or even to look foolish, enhances a second language learner's fluency skills enormously in the long run.   Another key factor in successful language learning is the flexibility, or open-mindedness, of the student. That means more rigid personality types often have more difficulty accepting the peculiarities, or idiosyncrasies, of a foreign language than their more flexible peers. A sense of adventure and a curiosity of the unknown also seem to be conducive to foreign language acquisition, as does the willingness to take risks.   Certain mental characteristics are also relevant. For example, how well a learner can deal with ambiguity is important. Language students who are less extreme or absolute in their analyses of issues tend to absorb new languages relatively fast, whereas those who are less moderate in their views tend to struggle more. In addition, a certain resourcefulness and independence seems to be helpful, particularly in expanding one's vocabulary in a new language. When a student doesn't need to know the exact or precise meaning of every word or idiom, the learner is more inclined to rely on logic, reason, and context to figure out a close enough meaning to suit his or her purposes. |
| Stem / Prompt | What is the main idea of this passage? |
| Correct Answer | 2 |
| Option 1 | There are still many debates among language learners. |
| Option 2 | Some common qualities of good language learners can be explained. |
| Option 3 | Extroverts tend to make better language learners than people who are less vocal. |
| Option 4 | Ambiguity and attention to detail can help a person become a better language learner. |

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| **Question #** | **27** |
| **Kaplan QID** | **TRDE4344** |
| Passage ID (file name) | TRMI4343 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 4*  What makes a good language learner? This is not at all an easy question to answer, as linguists have debated this issue for centuries and still differ greatly in their views. However, there seem to be a number of recurring traits in those who are particularly skillful at foreign language acquisition.   One of the major determiners of a person's fluency is how extroverted the person is in general. For instance, a person who is more outgoing tends to achieve oral fluency more readily than a more reserved person does, although this personality trait may not enhance other language skills such as writing skills, learning vocabulary, or reading comprehension. But one thing seems clear: extroverts seem to be less concerned about how they sound or appear when speaking a foreign language. That is, they're less self-conscious. At the same time, since quieter people speak less than extroverts, they usually have less experience using the language actively with native speakers. Speaking more frequently and being more willing to make mistakes, or even to look foolish, enhances a second language learner's fluency skills enormously in the long run.   Another key factor in successful language learning is the flexibility, or open-mindedness, of the student. That means more rigid personality types often have more difficulty accepting the peculiarities, or idiosyncrasies, of a foreign language than their more flexible peers. A sense of adventure and a curiosity of the unknown also seem to be conducive to foreign language acquisition, as does the willingness to take risks.   Certain mental characteristics are also relevant. For example, how well a learner can deal with ambiguity is important. Language students who are less extreme or absolute in their analyses of issues tend to absorb new languages relatively fast, whereas those who are less moderate in their views tend to struggle more. In addition, a certain resourcefulness and independence seems to be helpful, particularly in expanding one's vocabulary in a new language. When a student doesn't need to know the exact or precise meaning of every word or idiom, the learner is more inclined to rely on logic, reason, and context to figure out a close enough meaning to suit his or her purposes. |
| Stem / Prompt | What does the author say about linguists? |
| Correct Answer | 4 |
| Option 1 | They have no idea what is required for language acquisition. |
| Option 2 | They cannot find similarities among people who learn language well. |
| Option 3 | They have found that all successful language learning requires ambiguity. |
| Option 4 | They have long disagreed with each other over what constitutes a good language learner. |

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| **Question #** | **28** |
| **Kaplan QID** | **TRDE4345** |
| Passage ID (file name) | TRMI4343 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 4*  What makes a good language learner? This is not at all an easy question to answer, as linguists have debated this issue for centuries and still differ greatly in their views. However, there seem to be a number of recurring traits in those who are particularly skillful at foreign language acquisition.   One of the major determiners of a person's fluency is how extroverted the person is in general. For instance, a person who is more outgoing tends to achieve oral fluency more readily than a more reserved person does, although this personality trait may not enhance other language skills such as writing skills, learning vocabulary, or reading comprehension. But one thing seems clear: extroverts seem to be less concerned about how they sound or appear when speaking a foreign language. That is, they're less self-conscious. At the same time, since quieter people speak less than extroverts, they usually have less experience using the language actively with native speakers. Speaking more frequently and being more willing to make mistakes, or even to look foolish, enhances a second language learner's fluency skills enormously in the long run.   Another key factor in successful language learning is the flexibility, or open-mindedness, of the student. That means more rigid personality types often have more difficulty accepting the peculiarities, or idiosyncrasies, of a foreign language than their more flexible peers. A sense of adventure and a curiosity of the unknown also seem to be conducive to foreign language acquisition, as does the willingness to take risks.   Certain mental characteristics are also relevant. For example, how well a learner can deal with ambiguity is important. Language students who are less extreme or absolute in their analyses of issues tend to absorb new languages relatively fast, whereas those who are less moderate in their views tend to struggle more. In addition, a certain resourcefulness and independence seems to be helpful, particularly in expanding one's vocabulary in a new language. When a student doesn't need to know the exact or precise meaning of every word or idiom, the learner is more inclined to rely on logic, reason, and context to figure out a close enough meaning to suit his or her purposes. |
| Stem / Prompt | According to the passage, why are extroverts often more fluent than introverts? |
| Correct Answer | 1 |
| Option 1 | They speak more often. |
| Option 2 | They have more friends. |
| Option 3 | They take more classes. |
| Option 4 | They take more adventurous trips. |

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| **Question #** | **29** |
| **Kaplan QID** | **TRKT4346** |
| Passage ID (file name) | TRMI4343 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Reading Passage 4*  What makes a good language learner? This is not at all an easy question to answer, as linguists have debated this issue for centuries and still differ greatly in their views. However, there seem to be a number of recurring traits in those who are particularly skillful at foreign language acquisition.   One of the major determiners of a person's fluency is how extroverted the person is in general. For instance, a person who is more outgoing tends to achieve oral fluency more readily than a more reserved person does, although this personality trait may not enhance other language skills such as writing skills, learning vocabulary, or reading comprehension. But one thing seems clear: extroverts seem to be less concerned about how they sound or appear when speaking a foreign language. That is, they're less self-conscious. At the same time, since quieter people speak less than extroverts, they usually have less experience using the language actively with native speakers. Speaking more frequently and being more willing to make mistakes, or even to look foolish, enhances a second language learner's fluency skills enormously in the long run.   Another key factor in successful language learning is the flexibility, or open-mindedness, of the student. That means more rigid personality types often have more difficulty accepting the peculiarities, or idiosyncrasies, of a foreign language than their more flexible peers. A sense of adventure and a curiosity of the unknown also seem to be conducive to foreign language acquisition, as does the willingness to take risks.   Certain mental characteristics are also relevant. For example, how well a learner can deal with ambiguity is important. Language students who are less extreme or absolute in their analyses of issues tend to absorb new languages relatively fast, whereas those who are less moderate in their views tend to struggle more. In addition, a certain resourcefulness and independence seems to be helpful, particularly in expanding one's vocabulary in a new language. When a student doesn't need to know the exact or precise meaning of every word or idiom, the learner is more inclined to rely on logic, reason, and context to figure out a close enough meaning to suit his or her purposes. |
| Stem / Prompt | When the author states that some learners can deal with ambiguity, the writer means that the learners can deal with \_\_\_\_\_. |
| Correct Answer | 4 |
| Option 1 | issues in moderation |
| Option 2 | only issues that are clear |
| Option 3 | issues that are not organized |
| Option 4 | issues that are not clearly defined |

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| **Question #** | **30** |
| **Kaplan QID** | **TRDE4347** |
| Passage ID (file name) | TRMI4343 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 4*  What makes a good language learner? This is not at all an easy question to answer, as linguists have debated this issue for centuries and still differ greatly in their views. However, there seem to be a number of recurring traits in those who are particularly skillful at foreign language acquisition.   One of the major determiners of a person's fluency is how extroverted the person is in general. For instance, a person who is more outgoing tends to achieve oral fluency more readily than a more reserved person does, although this personality trait may not enhance other language skills such as writing skills, learning vocabulary, or reading comprehension. But one thing seems clear: extroverts seem to be less concerned about how they sound or appear when speaking a foreign language. That is, they're less self-conscious. At the same time, since quieter people speak less than extroverts, they usually have less experience using the language actively with native speakers. Speaking more frequently and being more willing to make mistakes, or even to look foolish, enhances a second language learner's fluency skills enormously in the long run.   Another key factor in successful language learning is the flexibility, or open-mindedness, of the student. That means more rigid personality types often have more difficulty accepting the peculiarities, or idiosyncrasies, of a foreign language than their more flexible peers. A sense of adventure and a curiosity of the unknown also seem to be conducive to foreign language acquisition, as does the willingness to take risks.   Certain mental characteristics are also relevant. For example, how well a learner can deal with ambiguity is important. Language students who are less extreme or absolute in their analyses of issues tend to absorb new languages relatively fast, whereas those who are less moderate in their views tend to struggle more. In addition, a certain resourcefulness and independence seems to be helpful, particularly in expanding one's vocabulary in a new language. When a student doesn't need to know the exact or precise meaning of every word or idiom, the learner is more inclined to rely on logic, reason, and context to figure out a close enough meaning to suit his or her purposes. |
| Stem / Prompt | According to the passage, which of the following people is probably NOT a good language learner? |
| Correct Answer | 3 |
| Option 1 | Someone who is always trying to learn new things. |
| Option 2 | A person who doesn't care about making mistakes. |
| Option 3 | One who depends heavily on the teacher. |
| Option 4 | A student that does not worry about exact definitions at first. |

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| **Question #** | **31** |
| **Kaplan QID** | **TRMI4348** |
| Passage ID (file name) | TRMI4348 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Reading Passage 5*  One of the most authentically American types of music is known as \"the blues.\" To understand the blues, one needs to start with a brief background and history lesson about this unique form of American music.   The blues refers to a particular kind of music which originated in the Mississippi Delta in the 1800s. The early blues was not exactly singing, but was a form of communicating, known as \"the holler.\" This was one of the few ways the black slaves who worked in the cotton fields in the Deep South could communicate with each other. Their slave owners had censored most of their native African songs, banning almost any expression of them in public. So the only way they could get around this ban when they were working was to holler, or yell, back and forth to each other, in a kind of \"sing-song\" fashion. This style of music later became known as \"the field holler\" and it gave the slaves a chance to vent their frustrations, disappointments, and sorrows.   Another form of music that the slaves were permitted to use was the spiritual, a kind of church gospel singing. Even though many of them were not Christians when they first arrived from Africa, music was an integral part of their lifestyle and if attending church and joining a choir allowed them the opportunity to sing, then many were willing to accept this new religion.   The Mississippi Delta, a 200-mile stretch of land connecting the Mississippi and Yazoo Rivers, has long been rich in fertile soil and the ability to grow and nurture crops. Still, since the Civil War, in spite of its agricultural potential, the Mississippi Delta has been ranked the poorest area of the U.S. Perhaps its most lasting gift can be found in those early blues tunes, by greats like Robert Johnson, Charlie Patton, Bessie Smith, and W.C. Handy. Indeed, rock stars such as Elvis Presley (another Mississippi native) and Mick Jagger claim that they were heavily influenced by the early blues, as do country singers like Jimmie Rodgers and Willie Nelson. Probably most impacted of all were the early jazz musicians, particularly those in New Orleans and Chicago, two cities that drew hundreds of former slaves after the Civil War ended in the 1860s. |
| Stem / Prompt | What is this reading primarily about? |
| Correct Answer | 1 |
| Option 1 | the origins of the blues in the U.S. |
| Option 2 | the experiences of early American blues singers |
| Option 3 | the limits on the blues among American slaves in the South |
| Option 4 | the religious roots of American blues music |

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| **Question #** | **32** |
| **Kaplan QID** | **TRDE4349** |
| Passage ID (file name) | TRMI4348 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 5*  One of the most authentically American types of music is known as \"the blues.\" To understand the blues, one needs to start with a brief background and history lesson about this unique form of American music.   The blues refers to a particular kind of music which originated in the Mississippi Delta in the 1800s. The early blues was not exactly singing, but was a form of communicating, known as \"the holler.\" This was one of the few ways the black slaves who worked in the cotton fields in the Deep South could communicate with each other. Their slave owners had censored most of their native African songs, banning almost any expression of them in public. So the only way they could get around this ban when they were working was to holler, or yell, back and forth to each other, in a kind of \"sing-song\" fashion. This style of music later became known as \"the field holler\" and it gave the slaves a chance to vent their frustrations, disappointments, and sorrows.   Another form of music that the slaves were permitted to use was the spiritual, a kind of church gospel singing. Even though many of them were not Christians when they first arrived from Africa, music was an integral part of their lifestyle and if attending church and joining a choir allowed them the opportunity to sing, then many were willing to accept this new religion.   The Mississippi Delta, a 200-mile stretch of land connecting the Mississippi and Yazoo Rivers, has long been rich in fertile soil and the ability to grow and nurture crops. Still, since the Civil War, in spite of its agricultural potential, the Mississippi Delta has been ranked the poorest area of the U.S. Perhaps its most lasting gift can be found in those early blues tunes, by greats like Robert Johnson, Charlie Patton, Bessie Smith, and W.C. Handy. Indeed, rock stars such as Elvis Presley (another Mississippi native) and Mick Jagger claim that they were heavily influenced by the early blues, as do country singers like Jimmie Rodgers and Willie Nelson. Probably most impacted of all were the early jazz musicians, particularly those in New Orleans and Chicago, two cities that drew hundreds of former slaves after the Civil War ended in the 1860s. |
| Stem / Prompt | What are two types of early blues? |
| Correct Answer | 3 |
| Option 1 | jazz and rock |
| Option 2 | the holler and African religious songs |
| Option 3 | the holler and the spiritual |
| Option 4 | Christian church hymns and native African tunes |

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| **Question #** | **33** |
| **Kaplan QID** | **TRKT4350** |
| Passage ID (file name) | TRMI4348 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Reading Passage 5*  One of the most authentically American types of music is known as \"the blues.\" To understand the blues, one needs to start with a brief background and history lesson about this unique form of American music.   The blues refers to a particular kind of music which originated in the Mississippi Delta in the 1800s. The early blues was not exactly singing, but was a form of communicating, known as \"the holler.\" This was one of the few ways the black slaves who worked in the cotton fields in the Deep South could communicate with each other. Their slave owners had censored most of their native African songs, banning almost any expression of them in public. So the only way they could get around this ban when they were working was to holler, or yell, back and forth to each other, in a kind of \"sing-song\" fashion. This style of music later became known as \"the field holler\" and it gave the slaves a chance to vent their frustrations, disappointments, and sorrows.   Another form of music that the slaves were permitted to use was the spiritual, a kind of church gospel singing. Even though many of them were not Christians when they first arrived from Africa, music was an integral part of their lifestyle and if attending church and joining a choir allowed them the opportunity to sing, then many were willing to accept this new religion.   The Mississippi Delta, a 200-mile stretch of land connecting the Mississippi and Yazoo Rivers, has long been rich in fertile soil and the ability to grow and nurture crops. Still, since the Civil War, in spite of its agricultural potential, the Mississippi Delta has been ranked the poorest area of the U.S. Perhaps its most lasting gift can be found in those early blues tunes, by greats like Robert Johnson, Charlie Patton, Bessie Smith, and W.C. Handy. Indeed, rock stars such as Elvis Presley (another Mississippi native) and Mick Jagger claim that they were heavily influenced by the early blues, as do country singers like Jimmie Rodgers and Willie Nelson. Probably most impacted of all were the early jazz musicians, particularly those in New Orleans and Chicago, two cities that drew hundreds of former slaves after the Civil War ended in the 1860s. |
| Stem / Prompt | In the 2nd paragraph, the word *censored* is most similar in meaning to \_\_\_\_\_. |
| Correct Answer | 2 |
| Option 1 | reduced |
| Option 2 | disallowed |
| Option 3 | encouraged |
| Option 4 | ignored |

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| **Question #** | **34** |
| **Kaplan QID** | **TRDE4351** |
| Passage ID (file name) | TRMI4348 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 5*  One of the most authentically American types of music is known as \"the blues.\" To understand the blues, one needs to start with a brief background and history lesson about this unique form of American music.   The blues refers to a particular kind of music which originated in the Mississippi Delta in the 1800s. The early blues was not exactly singing, but was a form of communicating, known as \"the holler.\" This was one of the few ways the black slaves who worked in the cotton fields in the Deep South could communicate with each other. Their slave owners had censored most of their native African songs, banning almost any expression of them in public. So the only way they could get around this ban when they were working was to holler, or yell, back and forth to each other, in a kind of \"sing-song\" fashion. This style of music later became known as \"the field holler\" and it gave the slaves a chance to vent their frustrations, disappointments, and sorrows.   Another form of music that the slaves were permitted to use was the spiritual, a kind of church gospel singing. Even though many of them were not Christians when they first arrived from Africa, music was an integral part of their lifestyle and if attending church and joining a choir allowed them the opportunity to sing, then many were willing to accept this new religion.   The Mississippi Delta, a 200-mile stretch of land connecting the Mississippi and Yazoo Rivers, has long been rich in fertile soil and the ability to grow and nurture crops. Still, since the Civil War, in spite of its agricultural potential, the Mississippi Delta has been ranked the poorest area of the U.S. Perhaps its most lasting gift can be found in those early blues tunes, by greats like Robert Johnson, Charlie Patton, Bessie Smith, and W.C. Handy. Indeed, rock stars such as Elvis Presley (another Mississippi native) and Mick Jagger claim that they were heavily influenced by the early blues, as do country singers like Jimmie Rodgers and Willie Nelson. Probably most impacted of all were the early jazz musicians, particularly those in New Orleans and Chicago, two cities that drew hundreds of former slaves after the Civil War ended in the 1860s. |
| Stem / Prompt | Which one of the following people is NOT described as a blues musician? |
| Correct Answer | 4 |
| Option 1 | W.C. Handy |
| Option 2 | Bessie Smith |
| Option 3 | Robert Johnson |
| Option 4 | Willie Nelson |

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| **Question #** | **35** |
| **Kaplan QID** | **TRDE4352** |
| Passage ID (file name) | TRMI4348 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Reading Passage 5*  One of the most authentically American types of music is known as \"the blues.\" To understand the blues, one needs to start with a brief background and history lesson about this unique form of American music.   The blues refers to a particular kind of music which originated in the Mississippi Delta in the 1800s. The early blues was not exactly singing, but was a form of communicating, known as \"the holler.\" This was one of the few ways the black slaves who worked in the cotton fields in the Deep South could communicate with each other. Their slave owners had censored most of their native African songs, banning almost any expression of them in public. So the only way they could get around this ban when they were working was to holler, or yell, back and forth to each other, in a kind of \"sing-song\" fashion. This style of music later became known as \"the field holler\" and it gave the slaves a chance to vent their frustrations, disappointments, and sorrows.   Another form of music that the slaves were permitted to use was the spiritual, a kind of church gospel singing. Even though many of them were not Christians when they first arrived from Africa, music was an integral part of their lifestyle and if attending church and joining a choir allowed them the opportunity to sing, then many were willing to accept this new religion.   The Mississippi Delta, a 200-mile stretch of land connecting the Mississippi and Yazoo Rivers, has long been rich in fertile soil and the ability to grow and nurture crops. Still, since the Civil War, in spite of its agricultural potential, the Mississippi Delta has been ranked the poorest area of the U.S. Perhaps its most lasting gift can be found in those early blues tunes, by greats like Robert Johnson, Charlie Patton, Bessie Smith, and W.C. Handy. Indeed, rock stars such as Elvis Presley (another Mississippi native) and Mick Jagger claim that they were heavily influenced by the early blues, as do country singers like Jimmie Rodgers and Willie Nelson. Probably most impacted of all were the early jazz musicians, particularly those in New Orleans and Chicago, two cities that drew hundreds of former slaves after the Civil War ended in the 1860s. |
| Stem / Prompt | According to the passage, which of the following types of music CANNOT be traced back to the blues? |
| Correct Answer | 4 |
| Option 1 | country |
| Option 2 | jazz |
| Option 3 | rock |
| Option 4 | native African |

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| **Question #** | **1** |
| **Kaplan QID** | **TSFE4368** |
| Passage ID (file name) | TSFE4368 |
| Question Type | Speaking |
| SkillCode | SFE |
| Listening Stimulus | **Narrator:** Task 1. You will answer a question based on personal experience. You will hear and read each question. After you hear a question, you will have 30 seconds to prepare your answer and 60 seconds to speak. You may take notes. Your notes will not be marked. |
| Stem / Prompt | Describe a current trend in fashion, technology, or music, and explain why you find it interesting. Include details and examples in your answer. |

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| **Question #** | **2** |
| **Kaplan QID** | **TSFE4369** |
| Passage ID (file name) | TSFE4369 |
| Question Type | Speaking |
| SkillCode | SFE |
| Listening Stimulus | **Narrator:** Task 2. You will answer a question based on personal experience. You will have 30 seconds to prepare your response and 60 seconds to speak. You may take notes. Your notes will not be marked. |
| Stem / Prompt | Do you agree or disagree that women should be allowed to fight in the military? Include details and examples in your answer. |

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| **Question #** | **3** |
| **Kaplan QID** | **TSSS4370** |
| Passage ID (file name) | TSSS4370 |
| Question Type | Speaking |
| SkillCode | SSS |
| Reading Passage | Reading Passage  Our school has been recycling paper, bottles, cans, and plastic for years, but there has never been a strict enforcement of this policy until now. Beginning next Monday, the school administration will fine any individual or group that does not put recyclables into the appropriate recycling container.   As you all know, the red recycling boxes are for all paper, including books, boxes, magazines, and newspapers. The green recycling boxes are for all glass, metal, and plastic. These color-coded boxes are placed next to all garbage cans throughout the campus and outside all dormitories and club houses.   Volunteers from the Earth Lovers club will patrol the campus, watching to make sure everyone uses the correct container, and they will also regularly inspect the containers and garbage cans outside all dormitories and club houses. Volunteers will be allowed to issue tickets for recycling offenses. In addition to the volunteers, any staff member or student can report an offense to a volunteer or campus security.   Any person or group that does not use the correct container will be fined $25.00 for the first offense. For the second offense, the fine is $50.00, and the fine for a third offense is $100. For all further offenses, students and groups will be charged $300 per offense. Those who cannot pay a fine will be required to work on campus until the fine is paid. There will be no exceptions. |
| Stem / Prompt | How do you feel about the new policy you just read about? If your school decided to implement these changes, would you agree or disagree with the policy? Give reasons and examples to support your answer. |
| Option 1 | **Narrator:** Now read a school's new policy about enforcing the school's recycling program. You have 3 minutes to read the passage. You may take notes as you read. |

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| **Question #** | **1** |
| **Kaplan QID** | **TWOP4371** |
| Passage ID (file name) | TWOP4371 |
| Question Type | Writing |
| SkillCode | WOP |
| Stem / Prompt | Do you agree or disagree with the following statement?   Artists (writers, dancers, musicians, visual artists, etc.) should be partially supported by the government so that they can devote time to their creative work.   Explain why you agree or disagree with this statement. Support your opinion with examples, analysis, and detail. |