**Kaplan Progress Test 2 (#1) -- 1/6/2014**

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE1022** |
| Passage ID (file name) | TLDE1022 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a representative in a financial aid office.   **Financial Aid Representative (male):** Hi there, can I help you?   **Student (female):** Uh, yes... I'm looking for some, some information on scholarship opportunities. Am I in the right place?   **Financial Aid Rep:** Yes, what kind of information are you looking for?   **Student:** Um, I have no idea where to start, but I heard that I could find applications and a listing of available scholarships at this office... ?   **Financial Aid Rep:** Okay. The first thing you have to do is fill out this financial aid form.   **Student:** *[interrupting]* Oh, I'm not looking for need-based scholarships. I'm really just looking for merit scholarships.   **Financial Aid Rep:** I understand, but to apply for any type of scholarship - merit scholarships, need-based scholarships, university-sponsored scholarships for particular programs, cultural groups, anything - you need to fill out a financial aid form.   **Student:** Oh. Okay. Um, so, what else do I need to do?   **Financial Aid Rep:** Well... you can't really do anything until you fill out this form.   **Student:** Okay, then what should I do after I fill out the form?   **Financial Aid Rep:** After you fill out the form, you'll need to make an appointment with a financial aid advisor.   **Student:** Okay, but um... I was really hoping I could do some research here, you know, get information on the kinds of scholarships that are out there. Is there a database I can browse?   **Financial Aid Rep:** Yes, in fact, I was about to suggest that you do that. You can access our scholarship database from one of the computers on the third floor. After you've identified scholarships that you're interested in, you can talk about them with an advisor. The advisor can help walk you through the application process, that's, uh, that's the next step.   **Student:** Ok, great. So first I fill out the financial aid form, then I do my research, and then I meet with an advisor. Do I need to make an appointment with an advisor, or can I just walk in?   **Financial Aid Rep:** You'll need to make an appointment after you've completed the form. If you fill out the form now, you can drop it off with me. I'll give you a case number, and you can make an appointment today. I mean you can make arrangements *[emphatic]* for an appointment - we're actually booked up until next week.   **Student:** Oh, I see, so I could make the appointment to see an advisor today, but the actual appointment would be next week?   **Financial Aid Rep:** Yes, that's right. You can fill out the form today, do some research upstairs, and then come back next week to discuss everything with an advisor.   **Student:** Okay, thanks for all your help.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why did the student visit this office? |
| Correct Answer | 1 |
| Option 1 | To get basic information on applying for scholarships |
| Option 2 | To discuss a problem concerning her scholarship application |
| Option 3 | To drop off a financial aid form |
| Option 4 | To make an appointment with a financial aid advisor |

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| **Question #** | **2** |
| **Kaplan QID** | **TLDE1023** |
| Passage ID (file name) | TLDE1022 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What kind of financial aid does the student say she is interested in? |
| Correct Answer | 3 |
| Option 1 | Low-interest loans |
| Option 2 | Need-based scholarships |
| Option 3 | Merit-based scholarships |
| Option 4 | University-sponsored loans |

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| **Question #** | **3** |
| **Kaplan QID** | **TLDE1024** |
| Passage ID (file name) | TLDE1022 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What must the student do before seeing a financial aid advisor? |
| Correct Answer | 4 |
| Option 1 | Get copies of her transcripts |
| Option 2 | Meet with a faculty member |
| Option 3 | Show proof of income |
| Option 4 | Fill out a form |

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| **Question #** | **4** |
| **Kaplan QID** | **TLIM1025** |
| Passage ID (file name) | TLDE1022 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **Financial Aid Rep:** I'll give you a case number, and you can make an appointment today. I mean you can make arrangements for an appointment - we're actually booked up until next week.  Why does the financial aid representative say this:  I mean you can make arrangements for an appointment - we're actually booked up until next week. |
| Stem / Prompt | Why does the financial aid representative say this: |
| Correct Answer | 2 |
| Option 1 | To indicate that the student's application will take a week to process |
| Option 2 | To make clear that the student cannot see an advisor right away |
| Option 3 | To suggest that the student make other financial arrangements |
| Option 4 | To direct the student to the appointment desk |

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| **Question #** | **5** |
| **Kaplan QID** | **TLIN1026** |
| Passage ID (file name) | TLDE1022 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What will the student probably do next? |
| Correct Answer | 4 |
| Option 1 | Log in to the database |
| Option 2 | Show her student ID card to the representative |
| Option 3 | Select an advisor from the list |
| Option 4 | Complete the financial aid form |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE1210** |
| Passage ID (file name) | TLDE1210 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between two students.   **Woman:** Hey, you were in my organic chemistry class last term, I borrowed your notes once, but I forgot your name.   **Man:** Oh yeah, I remember you. I'm John... and I'm sorry, but I forgot your name, too.   **Woman:** It's Lisa. So... how did you wind up doing in that class? I got a B.   **Man:** Yeah, me too. That was a tough class.   **Woman:** It sure was - that was the probably the toughest class I've ever taken.   Man: I know, it was brutal.   **Woman:** So, is chemistry your major?   **Man:** No, I'm biology. But organic chem is a required course. How abut you? Are you a chem major?   **Woman:** I was... until I took that class. I changed my major to environmental science.   **Man:** That's cool. How's that?   **Woman:** I like it. It's a lot more fun than chemistry.   **Man:** Yeah, I'll bet. So what classes are you taking this semester?   **Woman:** Let's see, I'm taking Ecology, Intro to Environmental Systems, and um, Field Biology, and uh, Introduction to Philosophy, 'cuz I didn't want to load up on too much science.   **Man:** That sounds like an interesting bunch of classes. How's that Field Biology class? I was thinking about taking that one too.   **Woman:** That's right, you're a bio major. Uh, it's a great class, maybe my favorite so far. Right now we're studying wolves - we're going to take a field trip to Yellowstone National Park in a couple of weeks. We're going to spend a week tracking a pack of wolves... learning about what they eat, how they interact with each other, all kinds of stuff.   **Man:** Man, that sounds great. I bet that'll be fun.   **Woman:** I'm really looking forward to it.   **Man:** Hey, listen, Lisa, I have to get going to my next class...   **Woman:** Yeah, me too, John. Um... it was really great running in to you.   **Man:** Yeah, I hope you have a great time on your field trip...   **Woman:** Thanks, I'll try.   **Man:** See you around.   **Woman:** You too.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | Why is the female student taking a philosophy class? |
| Correct Answer | 4 |
| Option 1 | It is required for her major. |
| Option 2 | She heard it was an easy class. |
| Option 3 | It is taught by a popular professor. |
| Option 4 | She did not want to take another science course. |

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| **Question #** | **7** |
| **Kaplan QID** | **TLIN1211** |
| Passage ID (file name) | TLDE1210 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred about the students? |
| Correct Answer | 2 |
| Option 1 | They are close friends. |
| Option 2 | They do not know each other well. |
| Option 3 | They do not go to the same school. |
| Option 4 | They are in many of the same classes. |

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| **Question #** | **8** |
| **Kaplan QID** | **TLDE1212** |
| Passage ID (file name) | TLDE1210 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the male student say regarding the field biology class? |
| Correct Answer | 2 |
| Option 1 | It was very interesting. |
| Option 2 | He would like to take it. |
| Option 3 | It requires a lot of work. |
| Option 4 | He has not heard anything about it. |

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| **Question #** | **9** |
| **Kaplan QID** | **TLDE1213** |
| Passage ID (file name) | TLDE1210 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the female student say she is going to do in one of her classes? |
| Correct Answer | 2 |
| Option 1 | Visit an organic farm |
| Option 2 | Take a field trip to a national park |
| Option 3 | Study human impact on the environment |
| Option 4 | Investigate the health effects of certain chemicals |

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| **Question #** | **10** |
| **Kaplan QID** | **TLIM1214** |
| Passage ID (file name) | TLDE1210 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the dialogue again, and then answer the question.   **Man:** How about you? Are you a chem major?   **Woman:** I was... until I took that class. I changed my major to environmental science. |
| Stem / Prompt | What can be inferred about the female student? |
| Correct Answer | 3 |
| Option 1 | She plans to major in chemistry. |
| Option 2 | She does not enjoy studying science. |
| Option 3 | She thought the chemistry class was difficult. |
| Option 4 | She is doing well in her environmental science class. |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI1251** |
| Passage ID (file name) | TLMI1251 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a sociology class.   **FEMALE Professor:** Okay, so we left off last week talking about the parents' role in early childhood development, according to beliefs at the turn of the 20th century. With that, let's get to one of the most pivotal leaders on child raising and childcare - Dr. Benjamin Spock. Now, to many of you, Dr. Spock's ideas may seem to be simple common sense, as they have been so widely adopted by now that they'd be assumed to be part and parcel of parenting. But back then - in 1946, when he first published his famous guide to childcare - they were considered revolutionary.   Almost the entire baby boomer generation in the US was raised on his new approach.   So first, a question - who here has heard of Dr. Spock before? Have any of your parents ever mentioned him?   **FEMALE Student:** Actually, I, uh, I remember my mother had a *Baby and Child Care* book lying around the house for many years...I think it's still on our bookcase, actually.   **Professor:** Right - Dr. Spock's *Baby and Child Care*. And did you ever thumb through it? Could you tell the class what you found?   **FEMALE STUDENT:** Well... sure, I think it just talked about how parents should see their children as individuals and be more flexible with them... or something like that.   **Professor:** Exactly - flexibility and individuality - these are exactly the foundations of Spock's advice. And at the time, this was unheard of...parenting was given a one-size-fits-all approach before, very authoritarian...and emphasizing discipline.   Now...Dr. Spock knew something about child-rearing from a pretty young age...he was born in 1903 as the eldest of six children, so you can imagine the type of work he might have done in terms of changing diapers or babysitting his siblings! He...uh, he studied literature at Yale, went on to medical school at Yale and Columbia and specialized in pediatrics. What's unique about Spock, though, is that he also studied psychoanalysis for six years, so he spent a lot of time looking at the psychological and emotional aspects of children - not just the medical aspects. This gave him...an extra perspective, if you will...and he challenged all conventional wisdom about parenting when he came out with his book in 1946.   So, in this book, suddenly he was telling parents that they should trust themselves - that they knew more than they thought - in raising their children...and this caused quite a stir! Parents before then had looked to doctors as the experts on their children, and Spock was telling parents that they were in fact the experts. He suggested a lot of common sense and affection would go a long way in parenting...and with old advice, such as not picking up a baby if it cried, so as to prevent spoiling it, Spock completely went against the grain by saying that giving babies more affection would actually make them happier and feel more secure. He advised parents to be more permissive with their children. He also said that medical professionals should have a kind bedside manner in order for kids to respond to treatment.   So, needless to say, his book became a success instantly... more than 50 million copies have been sold - making it one of the most widely sold books in the U.S. ever. And it's been translated into 39 languages so far.   So... What happened after the 1940s? Times changed, society changed a lot - and by the time the sixties rolled around, society had become a lot more permissive...some said too much...in any case, throughout the years, he remained an advocate for progressive parenting and continued to...assure parents that they knew what they were doing, and so on. He wrote a few more books, though none as famous as *Baby and Child Care*...and he even had his own television show about families. He, uh, lectured throughout the world.... There are many specialists in developmental behavioral pediatrics nowadays, as a result of Spock's...pioneering.   Now, uh, if history, such as the hippie years of the sixties - or feminism in the seventies, for that matter - influences how people parent their children, what are some influences from today's era?   **MALE STUDENT:** Well, maybe handling children when they have violent video games or uncontrolled media all around them...or children with learning disabilities or attention deficit disorder would also need to be addressed...?   **Professor:** Good - some good ideas to consider there.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the professor mainly discussing? |
| Correct Answer | 3 |
| Option 1 | Dr. Spock's role in the development of pediatrics |
| Option 2 | Dr. Spock's views on psychoanalysis of children |
| Option 3 | Dr. Spock's contributions to childcare |
| Option 4 | Dr. Spock's theories of nutrition and child development |

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| **Question #** | **12** |
| **Kaplan QID** | **TLIE1252** |
| Passage ID (file name) | TLMI1251 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** With old advice, such as not picking up a baby if it cried, so as to prevent spoiling it, Spock completely went against the grain by saying that giving babies more affection would actually make them happier and feel more secure.   What does the professor mean when she says this:  **Professor:** Spock completely went against the grain. |
| Stem / Prompt | What does the professor mean when she says this: |
| Correct Answer | 1 |
| Option 1 | Spock offered unconventional advice. |
| Option 2 | Spock was against psychoanalysis for children. |
| Option 3 | Spock felt children should eat lots of whole grains. |
| Option 4 | Spock suggested that parents pick up their crying babies. |

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| **Question #** | **13** |
| **Kaplan QID** | **TLII1253** |
| Passage ID (file name) | TLMI1251 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | In the talk, the professor mentions several facts about Dr. Spock. Indicate whether each of the following is true about Dr. Spock. |
| Correct Answer | -123 |
| Option 1 | He had his own television show. |
| Option 2 | He investigated the emotional aspects of childhood development. |
| Option 3 | His most famous book was published in 1946. |
| Option 4 | His views were not well received at first. |
| Option 5 | He adopted and raised several children. |

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| **Question #** | **14** |
| **Kaplan QID** | **TLDE1254** |
| Passage ID (file name) | TLMI1251 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the professor, which of the following best represents Dr. Spock's philosophy of child care? |
| Correct Answer | 2 |
| Option 1 | Most children turn out fine regardless of the parenting they received. |
| Option 2 | Parents are the experts when it comes to raising their own children. |
| Option 3 | Most children expect their parents to discipline them for bad behavior. |
| Option 4 | Parents should treat their children the same way they treat adults. |

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| **Question #** | **15** |
| **Kaplan QID** | **TLRF1255** |
| Passage ID (file name) | TLMI1251 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** So... What happened after the 1940s? Times changed, society changed a lot - and by the time the sixties rolled around, society had become a lot more permissive... some said too much...  Why does the professor say this:   **Professor:** Some said too much.... |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | To suggest that too much discipline can be bad for children |
| Option 2 | To emphasize that some children learn to speak earlier than others |
| Option 3 | To indicate that some people felt parents in the 1960s were too lenient |
| Option 4 | To compare the medical care available in the 1940s with that of the 1960s |

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| **Question #** | **16** |
| **Kaplan QID** | **TLDE1256** |
| Passage ID (file name) | TLMI1251 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What are two topics the professor discusses? |
| Correct Answer | 24 |
| Option 1 | Spock's definition of "good parenting" |
| Option 2 | The role of affection in parenting |
| Option 3 | Spock's success in raising his own children |
| Option 4 | The approach to parenting before Spock |

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| **Question #** | **17** |
| **Kaplan QID** | **TLMI1314** |
| Passage ID (file name) | TLMI1314 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a biology class.   **MALE Professor:** Let's take our seats, please.... We have a lot to cover today. We've been talking about fungi... I'd like to get through spore dispersal today.... Okay, quiet down. So, just to recap from our last class, um, we talked about some basic facts on fungi.   We know that fungi are not plants, although if you look in old textbooks, you may see them listed in the plant kingdom. This all changed when scientists developed a greater understanding of the biological processes of fungi and realized they are really neither plants nor animals. So, they are now, um, classified separately in their own kingdom.   A couple of other points from last time...the living body of the fungus, um, called the mycelium is usually hidden in the soil....   **MALE Student:** Um, professor...?   **MALE Professor:** Okay, yes. Do you have a question?   **MALE Student:** Um, yes. I wasn't here last class and I missed "mycelium." Could you repeat that definition?   **MALE Professor:** Yeah, sure. Um...mycelium is the living body of the fungus, the part we can't see because it is hidden in soil, in wood, or in a food source. Mhm, does anyone remember the name for the long, thread-like web of filaments that extend off the body of the fungus? Yes, um, in the red sweater.   **FEMALE Student:** They're called, um, hyphae, and, um....   **MALE Professor:** Go on. What else?   **FEMALE Student:** The hyphae are mostly, um, for reproduction and they multiply, you know, until they form a large...um, I don't know, mushroom cap.   **MALE Professor:** Yes, good. The mushroom, um, what we see above ground, is called a sporocarp.... Um, let me write that on the board. The mushroom cap only has one purpose and that is to, uh, release spores...to reproduce...nothing more.   So, anyway, that brings us to our discussion today about spore dispersal.... Um, as you may well know, all fungi are immobile, so unlike animals that can walk or fly to new places and extend their chances of reproduction, fungi must use their environment to successfully reproduce. Now, fungi that use passive mechanisms for spore dispersal can get their spores from one place to another by um, only, three main methods of travel...any ideas?   **FEMALE student:** Um, like, in the wind, on animals, and in rivers and streams.   **MALE Professor:** Well, you know, you got two out of three. Fungi get their spore from one place to another by wind and by animals, as you said, and also by water...but not large bodies of water, like streams and rivers, um, more like by raindrops.   **MALE Student:** Oh, right...so, on a more microcosmic level?   **MALE Professor:** That's right. Um, let's talk about how fungi use animals to transfer their spores. Um, can anyone give me an example of a fungus that uses animals to disperse its spores? Uh, yes....   **FEMALE Student:** Um...a truffle?   **Professor:** Excellent...a very good example. So, how does the truffle use animals to reproduce?   **FEMALE Student:** Well, um, truffles are completely underground and um, as they mature, they develop an aroma that animals can smell through the soil....   **Professor:** Okay, so what happens next?   **FEMALE Student:** See, um, the animal digs up the truffle, eats it, and like, the spores run through the digestive system and are ultimately returned back into the soil.   **Professor:** That's right. Now, this is very effective for reproduction because the spores pass through the animal or insect and are deposited in a location far from the parent fungus.... These fungi do not have to produce many spores because the chances of successful reproduction are very good. *[Pause]* Okay, let's move on to spore dispersion through the air.... Some fungi develop spores inside a sac-like structure - it's called an ascus. Easy to remember, right? - 'ask-us.' So the fluid pressure builds up inside the ascus as the spores mature, and, uh...eventually it reaches a point where the top of the ascus gets blown off. Then spores are ejected away from the fruiting body by the sudden release of pressure. Now, there are various different mechanisms for releasing the pressure at the top of the ascus. Often there's a lid or operculum and it...sort of...pops, when the pressure, uh, can't be contained any more.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 2 |
| Option 1 | Nutrients consumed by fungi |
| Option 2 | The mechanisms fungi use to spread spores |
| Option 3 | The water needs of fungi |
| Option 4 | Changes in the classification of fungi |

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| **Question #** | **18** |
| **Kaplan QID** | **TLDE1315** |
| Passage ID (file name) | TLMI1314 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about the mycelium? |
| Correct Answer | 4 |
| Option 1 | It is extremely sensitive to moisture. |
| Option 2 | It performs the reproductive functions of the fungus. |
| Option 3 | It is composed of thread-like filaments. |
| Option 4 | It is located beneath the soil. |

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| **Question #** | **19** |
| **Kaplan QID** | **TLDE1316** |
| Passage ID (file name) | TLMI1314 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about the current classification of fungi? |
| Correct Answer | 1 |
| Option 1 | They are now classified in their own kingdom. |
| Option 2 | Many scientists classify them as plants. |
| Option 3 | Many scientists classify them according to their DNA. |
| Option 4 | They are now classified as animals. |

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| **Question #** | **20** |
| **Kaplan QID** | **TLRF1317** |
| Passage ID (file name) | TLMI1314 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the female student talk about truffles? |
| Correct Answer | 3 |
| Option 1 | To emphasize the interdependence of animals, plants, and fungi |
| Option 2 | To provide details of the functions of hyphae and the mycelium |
| Option 3 | To give an example of a fungus that uses animals to disperse its spores |
| Option 4 | To show that water is not necessary for spreading spores |

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| **Question #** | **21** |
| **Kaplan QID** | **TLII1318** |
| Passage ID (file name) | TLMI1314 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | According to the talk, which of the following provide an important means for fungi to spread their spores from one place to another? |
| Correct Answer | 235 |
| Option 1 | Streams |
| Option 2 | Raindrops |
| Option 3 | Animals |
| Option 4 | Soil |
| Option 5 | Wind |

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| **Question #** | **22** |
| **Kaplan QID** | **TLIN1319** |
| Passage ID (file name) | TLMI1314 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | According to the professor, what happens to spores that develop in an ascus? |
| Correct Answer | 1 |
| Option 1 | They get blown into the air. |
| Option 2 | They get carried away by streams. |
| Option 3 | They get eaten by animals. |
| Option 4 | They get buried beneath the soil. |

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| **Question #** | **23** |
| **Kaplan QID** | **TLMI1604** |
| Passage ID (file name) | TLMI1604 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in a women's studies class.   **Professor (female):** Okay class, uh, today I want to complete our study of influential women of the twentieth century.   The last woman I'd like to talk about, our final subject in our biographical sketches of women who were ahead of their times, is uh, her name is Nellie L. Mooney McClung.   She was a truly formidable person. She was a Canadian, and a remarkable figure in the, uh, pantheon of early- to mid-century suffragists who worked to improve the rights of women.   She was a farm girl from the prairies of Canada born in 1873 and the youngest of a family of six children. She was a precocious child full of questions... and uh, she was outgoing, charming, and um, full of life...   When she was a little girl, Nellie McClung said she wanted to be a writer and uh, a politician. Her family was afraid her ideas were too outlandish and would never be realized, but, uh, they also knew their daughter was um, a girl with great determination and resolve.   No one could have guessed what McClung would accomplish in her lifetime. From author to speaker, to women's right champion, to legislator and lecturer, her life was, uh, full and rewarding.   As she matured, she began to realize the plight of women around her - their inequality in professions and wages, and um, their inability to vote and to serve in public office. She also saw the poor treatment of immigrant women. McClung became obsessed with making a difference in the lives of Canadian women. And uh, ultimately, her vision extended to the British Commonwealth, and uh, the United States, and around the world.   Early in her career, McClung demonstrated her ability to tell great stories with important messages. Her writing gave her a much-needed creative outlet to express her passion. She um, she quickly became a popular author and lecturer.   McClung was known for her quick wit and her sharp tongue. In one of her best-known quotes she said, “The world has suffered long from too much masculinity and not enough humanity.” Now, um, McClung did not have anything against men; she married Wes McClung in 1896 and, uh, raised a family of five. She was a devoted wife and mother, even while she was away from home championing her many causes.   Those who knew Nellie McClung were often amazed at her... uh, energy and strength. In addition to being a highly sought-after lecturer, she was um, also a politician who, um, galvanized those around her into promoting her message of fairness, equality, and rights for all people, uh, especially women. High on her list of priorities was getting women the right to vote in elections. In 1916, as a direct result of her efforts, women won the right to vote in elections in the province of Manitoba, and uh, to serve in public office. Later, women won the right to own property as well. These victories were soon realized on a federal level, and uh, Nellie McClung became a household name in Canada.   In 1914, McClung followed her husband in his pharmacy business, and they um, they moved to the province of Alberta. Soon afterwards, she was elected to the legislature. That's when she reached her uh, her um, her true maturity, and she enjoyed the best of her accomplishments.   McClung founded the Women's Political Equality League - which is just one of the many organizations she founded. Um, she was a member of the Canadian Author's Association as well.   In 1938, Nellie McClung became the only woman member of the Canadian delegation to the League of Nations, and uh, later she became the first woman member of the Canadian Broadcasting Corporation.   One of McClung's greatest dreams came true when the Supreme Court of Canada provided a comprehensive interpretation of the word *person*. This uh, this decision, in October 1929, found that the word *person* includes female persons, which made women eligible for all aspects of civic and political life; they could even be appointed to the Senate of Canada. It uh, finally it became law that the word *person* truly included everyone!   Throughout her life, Nellie McClung was known for her practical realism, and her um, her sense of fair play, and her sense of humor - traits that endeared her to almost everyone. McClung died in 1951, and left one of the greatest legacies of any Canadian woman.   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 3 |
| Option 1 | Political life in Canada in the early twentieth century |
| Option 2 | Themes and characters in Canadian literature |
| Option 3 | The life and accomplishments of an influential woman |
| Option 4 | The impact of women on modern politics |

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| **Question #** | **24** |
| **Kaplan QID** | **TLDE1605** |
| Passage ID (file name) | TLMI1604 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | When did Nellie McClung first begin to plan a political career? |
| Correct Answer | 2 |
| Option 1 | When she was a college student |
| Option 2 | When she was a young girl |
| Option 3 | When she was denied a job because she was a woman |
| Option 4 | When she was pregnant with her first daughter |

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| **Question #** | **25** |
| **Kaplan QID** | **TLDE1606** |
| Passage ID (file name) | TLMI1604 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Which of the following rights did McClung help Canadian women obtain? |
| Correct Answer | 3 |
| Option 1 | The right to serve in the armed forces |
| Option 2 | The right to work outside the home |
| Option 3 | The right to vote in elections |
| Option 4 | The right to divorce their husbands |

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| **Question #** | **26** |
| **Kaplan QID** | **TLIE1607** |
| Passage ID (file name) | TLMI1604 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE PROFESSOR:** As she matured, she began to realize the plight of women around her - their inequality in professions and wages, and um, their inability to vote and to serve in public office. She also saw the poor treatment of immigrant women. McClung became obsessed with making a difference in the lives of Canadian women.   What does the professor mean when she says this:   **FEMALE PROFESSOR:** McClung became obsessed with making a difference in the lives of Canadian women. |
| Stem / Prompt | What does the professor mean when she says this: |
| Correct Answer | 2 |
| Option 1 | McClung wanted more Canadian women to enroll in colleges and universities. |
| Option 2 | McClung dedicated herself to improving the lives of Canadian women. |
| Option 3 | McClung felt that Canadian women were no different than other women. |
| Option 4 | McClung encouraged Canadian women to become more involved in politics. |

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| **Question #** | **27** |
| **Kaplan QID** | **TLIM1608** |
| Passage ID (file name) | TLMI1604 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **FEMALE PROFESSOR:** Throughout her life, Nellie McClung was known for her practical realism, and her um, her sense of fair play, and her sense of humor - traits that endeared her to almost everyone. |
| Stem / Prompt | What is the professor implying about McClung? |
| Correct Answer | 1 |
| Option 1 | She was well-liked and respected. |
| Option 2 | She was a brilliant author and lecturer. |
| Option 3 | She is known more for her political essays than her fiction and plays. |
| Option 4 | She is recognized now as one of the leaders of the women's rights movement. |

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| **Question #** | **28** |
| **Kaplan QID** | **TLRF1609** |
| Passage ID (file name) | TLMI1604 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the professor discuss the 1929 Supreme Court of Canada's definition of "person"? |
| Correct Answer | 2 |
| Option 1 | To show that the Supreme Court of Canada discriminated against women |
| Option 2 | To show the improvements made in women's rights during McClung's lifetime |
| Option 3 | To show that women in Canada were treated worse than women in the United States |
| Option 4 | To show that many women's problems of the time were related to the attitude of the courts |

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| **Question #** | **29** |
| **Kaplan QID** | **TLMI1163** |
| Passage ID (file name) | TLMI1163 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in an English literature class.   **FEMALE Professor:** As we continue our... our uh, literary pursuit of the American Dream, let's take a quick moment to uh, recap on last week. If any of you spent any time over your notes, you will remember that... ah, that we explored Upton Sinclair's *The Jungle*. Sinclair's America showed us how desirable yet futile the struggle for the American dream was. We experienced the pain, the poverty, and the despair brought on by industrialization. We found a dark view of American capitalism through this world.... To contrast, let's move ahead past Sinclair's turn-of-the-century Chicago and, um fast forward to the 1920s, The Roaring 20s; the context in which our next novel lies, *The Great Gatsby* by novelist F. Scott Fitzgerald...um, as, as we continue our pursuit of the American Dream...   *The Great Gatsby* is a flawless example of 1920s American stereotypes. The major stereotypes that exist today: gangsters, prohibition, bootlegging, money, speakeasies, dancing girls with short bobs, fancy cars.... These stereotypes were um, not unfounded.   If we look at what we've already studied, this is a far cry from American life depicted in pre-war American literature, so where did this all spring from? Well, let's look at our timeline. The First World War ended in 1918...and, um, and the result on American culture was at once devastating as well as liberating. The war had effectively wiped out a whole generation of young men. This meant there was a gaping hole in the work force - both during and after the war, so women were pushed in to take their place - they started working in factories, working in offices, department stores, banks, and so on. Women, now expected to rely on themselves to be the breadwinners, quickly became accustomed to the new independence that financial independence provided. And um, they started to adopt habits that were traditionally reserved for men...um, for instance, they smoked and drank, and went to clubs. Their style of dress also completely changed, dresses lost their feminine lines and became boxy; women began to appear more boyish, and many cut their hair into the famous bob-cut, um, what else? Some even started wearing lipstick and um, rouge, which until then was frowned on by society.   So anyway...the post-war economy of the United States boomed: the country embraced mass-production like nobody's business and people became big-time consumers. People bought homes, appliances, radios, cars.... They wanted to feel secure and settled to compensate for the four years of fear and heartbreak of wartime. Post-war America was the richest it had ever been. In 1919...um there was Prohibition...when the 18th Amendment to the Constitution mandated that it was illegal to sell or consume alcohol, but people were rebellious and threw private parties. Bootleggers and gangsters became millionaires setting up illegal clubs called Speakeasies.   In these clubs, people could drink, dance and listen to music.... The music of the time? Jazz...which prior to the 20s had been associated with low social status - interesting, huh? Um, Oh... so, and in fact, it was F. Scott Fitzgerald who first dubbed the 20s, &quot;The Jazz Age.&quot;   I know you've all finished reading the novel, right? So I'm sure already you are um, drawing parallels with what I've just talked about and the main protagonist's world - Gatsby's world.... It's...ah, it's a remarkably accurate chronicle of the changing attitudes of society at the time. The book was written in 1925 when people were in fast pursuit of the American dream.... The dream started off with excited individualism and optimistic liberation, but gave way slowly to an unhealthy pursuit of wealth and luxury.... We can see that clearly as the book develops.... We can also draw parallels with Fitzgerald's own life, this work - like many of his works - was semi-autobiographical.... Oh, yes, that reminds me, before I forget.... Before we talk more about each of the characters, while it's in my mind, I would like to remind everyone to complete the F. Scott Fitzgerald biography - it's on your reading list....   *Now use your notes to help you answer the questions*. |
| Stem / Prompt | What is the lecture mainly about? |
| Correct Answer | 3 |
| Option 1 | The plot of *The Great Gatsby* |
| Option 2 | The main characters in *The Great Gatsby* |
| Option 3 | The era in which *The Great Gatsby* was set |
| Option 4 | The parallels between F. Scott Fitzgerald and the characters he wrote about |

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| **Question #** | **30** |
| **Kaplan QID** | **TLRF1164** |
| Passage ID (file name) | TLMI1163 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the professor mention the book *The Jungle*? |
| Correct Answer | 4 |
| Option 1 | To note the similarities between the America it depicts and that of *The Great Gatsby* |
| Option 2 | To remind students to finish reading it before the next class |
| Option 3 | To suggest another book on a similar theme that students might enjoy reading |
| Option 4 | To review material covered in the previous class to set up a contrast |

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| **Question #** | **31** |
| **Kaplan QID** | **TLDE1165** |
| Passage ID (file name) | TLMI1163 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about the author F. Scott Fitzgerald? |
| Correct Answer | 23 |
| Option 1 | He traveled throughout America collecting the stories of people he met. |
| Option 2 | He was the first to call the 1920s the "The Jazz Age." |
| Option 3 | Many of his books were at least partly based on his own life. |
| Option 4 | Many of his main characters were strong, independent women. |

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| **Question #** | **32** |
| **Kaplan QID** | **TLIM1166** |
| Passage ID (file name) | TLMI1163 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | **Narrator:** Listen to part of the talk again, and then answer the question.   **Professor:** *The Great Gatsby* is a flawless example of 1920s American stereotypes. The major stereotypes that exist today: gangsters, prohibition, bootlegging, money, speakeasies, dancing girls with short bobs, fancy cars.... These stereotypes were um, not unfounded.  Why does the professor say this:   **Professor:** These stereotypes were um, not unfounded. |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 3 |
| Option 1 | She thinks the stereotypes are unfair. |
| Option 2 | She wants the students to find examples of stereotypes in the book. |
| Option 3 | She thinks the stereotypes are accurate. |
| Option 4 | She wants the students to recognize the dangers of using stereotypes. |

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| **Question #** | **33** |
| **Kaplan QID** | **TLDE1167** |
| Passage ID (file name) | TLMI1163 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor claim about jazz prior to the 1920s? |
| Correct Answer | 1 |
| Option 1 | It was considered low-class. |
| Option 2 | It was based on blues music. |
| Option 3 | It was banned from radio. |
| Option 4 | It was more popular in big cities. |

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| **Question #** | **34** |
| **Kaplan QID** | **TLDM1168** |
| Passage ID (file name) | TLMI1163 |
| Question Type | Listening Comprehension |
| SkillCode | LDM |
| Stem / Prompt | What does the professor say regarding the novel, *The Great Gatsby*? |
| Correct Answer | 3 |
| Option 1 | It ultimately led to a new genre of American fiction writing. |
| Option 2 | It is widely considered one of the greatest American novels of all time. |
| Option 3 | It is an accurate portrayal of American society in the 1920s. |
| Option 4 | It documents clearly how World War One changed the roles of women in American society. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRWM1762** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | The word *reaches* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | entrances |
| Option 2 | pools |
| Option 3 | locations |
| Option 4 | supports |

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| **Question #** | **2** |
| **Kaplan QID** | **TRKT1763** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Cave Biota*  -->A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | Based on the information in paragraph 1, which of the following best explains the term *twilight*?  An arrow [ ] marks paragraph 1. |
| Correct Answer | 2 |
| Option 1 | Bright light |
| Option 2 | Partial light |
| Option 3 | Absence of light |
| Option 4 | Unpredictable light |

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| **Question #** | **3** |
| **Kaplan QID** | **TRWM1764** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | The word *degenerated* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | colorless |
| Option 2 | protruding |
| Option 3 | weakened |
| Option 4 | covered |

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| **Question #** | **4** |
| **Kaplan QID** | **TRRE1765** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | The word *they* in the passage refers to |
| Correct Answer | 1 |
| Option 1 | animals |
| Option 2 | caves |
| Option 3 | classifications |
| Option 4 | life cycles |

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| **Question #** | **5** |
| **Kaplan QID** | **TRDE1766** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | How do the constant temperature zones of tropical caves differ from the same zones in caves in other climates? |
| Correct Answer | 1 |
| Option 1 | They support a greater number of species. |
| Option 2 | They are more likely to be familiar to the general public. |
| Option 3 | They contain more debris washed in from storms. |
| Option 4 | They provide a habitat for organisms that are generally smaller in size. |

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| **Question #** | **6** |
| **Kaplan QID** | **TRCO1767** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   **~~+~~** The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. **~~+~~** Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. **~~+~~** Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. **~~+~~** Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | In some caves, the uneaten remains of food brought in by trogloxenes can be a significant source of nutrition for troglobites. |
| Correct Answer | 4 |

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| **Question #** | **7** |
| **Kaplan QID** | **TRDE1768** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | The passage discusses all of the following aspects of caves EXCEPT |
| Correct Answer | 1 |
| Option 1 | the geological formation of caves |
| Option 2 | the biological traits of cave creatures |
| Option 3 | the habitats found in cave environments |
| Option 4 | the classification of cave-dwelling organisms |

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| **Question #** | **8** |
| **Kaplan QID** | **TRDE1769** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | Which of the following is mentioned as a way in which the three cave zones vary? |
| Correct Answer | 2 |
| Option 1 | Size |
| Option 2 | Humidity |
| Option 3 | Tendency to flood |
| Option 4 | Presence of minerals |

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| **Question #** | **9** |
| **Kaplan QID** | **TRIN1770** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | The passage suggests that a troglobite that is moved outside the entrance to a cave will |
| Correct Answer | 1 |
| Option 1 | fail to survive |
| Option 2 | adapt by becoming a troglophile |
| Option 3 | thrive due the abundance of food |
| Option 4 | take on the characteristics of its non-troglobitic relatives |

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| **Question #** | **10** |
| **Kaplan QID** | **TRRF1771** |
| Passage ID (file name) | TRWM1672 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | Why does the author use the phrase *so-called guano caves*? |
| Correct Answer | 1 |
| Option 1 | To indicate that this is a popular way of referring to the caves |
| Option 2 | To suggest that the caves support few species other than bats |
| Option 3 | To provide an example of a type of cave that is becoming rare |
| Option 4 | To demonstrate that trogloxenes and troglophiles are both found in caves |

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| **Question #** | **11** |
| **Kaplan QID** | **TRDM1772** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RDM |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | According to the passage, the presence of guano in caves is significant because |
| Correct Answer | 2 |
| Option 1 | it creates a fertilizer valuable for agriculture |
| Option 2 | it allows a large number of species to thrive |
| Option 3 | it inhibits the production of fungi and bacteria |
| Option 4 | it limits the availability of plants as a food source |

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| **Question #** | **12** |
| **Kaplan QID** | **TRDT1773** |
| Passage ID (file name) | TRWM1762 |
| Question Type | Reading Comprehension |
| SkillCode | RDT |
| Listening Stimulus | Troglobites\_3Trogloxenes\_4 |
| Reading Passage | *Cave Biota*  A wide variety of plants and animals have adapted to live in cave environments. The cave environment can be divided into three basic zones. The first is known as the twilight zone. This is the area of the cave extending from the entrance to the furthest point that receives light. Plants capable of living in low-light conditions may be found here. The second zone is known as the variable temperature zone. No light reaches this zone, and the temperature and humidity levels vary with the seasonal and weather conditions outside the cave entrance. The variable temperature zone is colder in winter and warmer in summer than the deeper reaches of the cave. The third cave zone is called the constant temperature zone. This is the deeper, inner part of the cave.   Each of the three zones provides habitat conditions that favor certain kinds of biota. The twilight zone ordinarily supports the highest number of species and individual organisms. The constant temperature zone generally supports the fewest species and the fewest number of individuals. (The exception is in tropical climates, where enormous colonies of bats, insects, and other creatures often dwell deep inside caves.)   Animals that live in caves or that visit caves regularly can be divided into three general classifications based on the degree to which they are dependent upon the cave environment. Animals that can be found in caves but that do not spend their entire life cycles there are called *trogloxenes*, a word derived from the Greek *troglos*, meaning "cave," and *xenos* meaning "guest." Examples of trogloxenes include bears, bats, pack rats, and certain species of flies. Animals that spend their entire life cycles in caves, but that can also be found living successfully in other habitats are called *troglophiles* (from the Greek *phileo*, meaning "love"). Animals unable to survive outside of caves or other underground environments are called *troglobites* (from the Greek *bios*, meaning "life").   The numbers and kinds of animals that can live in a cave is determined to a large degree by the types and availability of food resources. It is ultimately the availability of green plants that is the key limiting factor. Plants are at the base of the food chain, and all animals depend on them, either directly or indirectly. Plants cannot grow without sunlight, and the absence of sunlight is one of the key features of the cave environment. This means that almost all the food resources present in a cave must originate from outside and be transported into the cave. The two primary sources of food within the cave environment are guano (bat excrement), and organic debris washed into the cave by rain, snowmelt, or flooding. Cave animals that die within the cave are also a source of food.   The relatively low abundance of food resources, combined with the absence of light means caves generally support low populations of true troglobites, although the species that can be found come from a wide range of vertebrate and invertebrate groups. The majority of invertebrate troglobite species come from the phylum Arthropoda, which includes crustaceans, insects, and spiders. The only vertebrate troglobites are fish and amphibians; there are no mammals, reptiles, or birds. (Although many mammals, notably bats, as well as reptiles and birds are strongly dependant on caves, they are not considered troglobites.) The animals present in temperate caves are usually small (even microscopic), including one-celled protozoans, flatworms, snails, crustaceans, millipedes, beetles, crickets, spiders, crayfish, fish, and salamanders.   An entirely different range of creatures can be found in tropical caves with large colonies of bats. The enormous quantities of bat guano found in so-called guano caves become a rich source of food for insects, bacteria, and fungi, which thrive and flourish. This in turn attracts and supports a wide variety of trogloxenes and troglophiles.   Many troglobitic species have undergone adaptations that distinguish them from their non-troglobitic relatives. Cave-dwelling insects may have thinner shells and longer appendages than related species. Some animals have developed long antennae that help them to find prey in the dark. Some troglobitic species have reduced skin pigments - or none at all - and some species have degenerated eyes, or are completely blind. White, blind fish and salamanders are the troglobites best known by the general public. |
| Stem / Prompt | Choose the answer choices that match the type of organism to which they relate. You will NOT use TWO of the answer choices. ***This question is worth 4 points.*** |
| Correct Answer | 5891237 |
| Option 1 | Live only partially in caves |
| Option 2 | Are not entirely dependant on caves |
| Option 3 | Visit caves regularly |
| Option 4 | Snowmelt |
| Option 5 | Reduced skin pigments |
| Option 6 | Bat guano |
| Option 7 | Green plants |
| Option 8 | Thin shells |
| Option 9 | Unable to survive outside of caves |

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| **Question #** | **13** |
| **Kaplan QID** | **TRWM1774** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | The word *downsize* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | reduce the size of the labor force |
| Option 2 | move to a less expensive facility |
| Option 3 | hire younger employees |
| Option 4 | break a large company into smaller companies |

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| **Question #** | **14** |
| **Kaplan QID** | **TRWM1775** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | The word *dwindle* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | remove |
| Option 2 | eliminate |
| Option 3 | decrease |
| Option 4 | release |

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| **Question #** | **15** |
| **Kaplan QID** | **TRRE1776** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | The phrase *the first kind* refers to |
| Correct Answer | 4 |
| Option 1 | an economist who studies unemployment |
| Option 2 | a consequence of unemployment |
| Option 3 | a cause of unemployment |
| Option 4 | a type of unemployment |

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| **Question #** | **16** |
| **Kaplan QID** | **TRRF1777** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   -->*Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | In paragraph 4, the author used the city of *Tucson, Arizona*   An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | to illustrate the high rate of unemployment there |
| Option 2 | as an example of a population lacking the necessary skills for the available jobs |
| Option 3 | to show how a city can grow even in times of high unemployment |
| Option 4 | as evidence that establishing new training programs for workers can create jobs quickly |

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| **Question #** | **17** |
| **Kaplan QID** | **TRPA1778** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| 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 | Frictional unemployment has the same causes as seasonal unemployment. |
| Option 2 | Frictional unemployment and seasonal unemployment are not particularly harmful. |
| Option 3 | Frictional unemployment is easier to resolve than seasonal unemployment. |
| Option 4 | Frictional unemployment and seasonal unemployment are both influenced by the weather. |

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| **Question #** | **18** |
| **Kaplan QID** | **TRIN1779** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   -->A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | What can be inferred about unemployment from paragraph 3?   An arrow [ ] marks paragraph 3. |
| Correct Answer | 3 |
| Option 1 | Most unemployment is the result of seasonal variation. |
| Option 2 | Non-frictional unemployment is usually more damaging to the economy. |
| Option 3 | Some types of unemployment are predictable. |
| Option 4 | Cyclical unemployment is usually the result of government actions. |

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| **Question #** | **19** |
| **Kaplan QID** | **TRCO1780** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. **~~+~~** She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. **~~+~~** However, because of her job, she does not have the time to look. **~~+~~** So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. **~~+~~** Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | She is willing and available to work, but not working. |
| Correct Answer | 4 |

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| **Question #** | **20** |
| **Kaplan QID** | **TRDE1781** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | According to the passage, what is one problem with seasonal unemployment data? |
| Correct Answer | 4 |
| Option 1 | It can be difficult to collect. |
| Option 2 | It uses a complicated definition of "unemployed." |
| Option 3 | It uses assumptions about the behavior of employers and employees. |
| Option 4 | It can make the unemployment rate seem higher or lower than it actually is. |

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| **Question #** | **21** |
| **Kaplan QID** | **TRDE1782** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | All of the following are mentioned regarding the U.S. economy EXCEPT |
| Correct Answer | 3 |
| Option 1 | many of its factory workers are having difficulties getting jobs using their current skills |
| Option 2 | it had an unemployment rate of 6 percent in 2003 |
| Option 3 | many of its manufacturing jobs are now being sent to foreign countries |
| Option 4 | it is changing to a service economy from a manufacturing economy |

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| **Question #** | **22** |
| **Kaplan QID** | **TRIN1783** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Measuring Unemployment*  -->The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | What can be inferred about the worker in paragraph 1?   An arrow [ ] marks paragraph 1. |
| Correct Answer | 4 |
| Option 1 | He will be rehired soon. |
| Option 2 | He is seasonally unemployed. |
| Option 3 | He wants to work for the newspaper. |
| Option 4 | He is a victim of cyclical unemployment. |

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| **Question #** | **23** |
| **Kaplan QID** | **TRWM1784** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | The word *obsolete* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | outdated |
| Option 2 | irresponsible |
| Option 3 | underrepresented |
| Option 4 | reevaluated |

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| **Question #** | **24** |
| **Kaplan QID** | **TRKT1785** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   -->Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | According to paragraph 5, the economy is said to be *in a state of full employment* when there are no people who are unemployed due to  An arrow [ ] marks paragraph 5. |
| Correct Answer | 1 |
| Option 1 | a recession |
| Option 2 | a lack of new technology |
| Option 3 | a lack of appropriate skills |
| Option 4 | the change to a service economy |

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| **Question #** | **25** |
| **Kaplan QID** | **TRII1786** |
| Passage ID (file name) | TRWM1774 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Measuring Unemployment*  The annual unemployment rate in the United States in 2003 was 6 percent, the highest since 1994. What exactly does this number mean? The U.S. Government defines an unemployed person as someone who does not have a job, has actively looked for work in the past four weeks, and is currently available for work. When the average person hears the word "unemployment," an almost cinematic tragedy comes to mind. A worker walks into the manager's office and she gives him a pink slip. The manager tells him that she is sorry, but due to economic pressure the company is being forced to downsize, which means the worker will be laid off. The former worker spends the next few weeks or months desperately searching the classified advertisements in the newspaper and on the Internet, sending out resumes, and making phone calls. Meanwhile, the bills pile up and the family's grocery supply begins to dwindle. Such layoffs in a sluggish economy are only one facet of unemployment.   Economists have classified unemployment into four basic types, each arising from different causes and each having different consequences. The first kind is *frictional unemployment*, which is defined as short-term joblessness experienced by people who are between jobs, or who are entering the labor force for the first time or after a long absence. For example, a young woman works fulltime as an operator for a telemarketing company. She believes that with her particular skills and experience, she could easily get a higher-paying job at a different company. However, because of her job, she does not have the time to look. So, she quits her job to prepare resumes and go to interviews. Of course, finding a new job is not simple. The woman may spend weeks or even months locating a new position. Another example of this type of unemployment would be a father who has taken off a year to stay at home to care for his newborn daughter. Again, he is willing and able to work, but is not currently employed.   A second type of unemployment is *seasonal unemployment*. This refers to unemployment due to changes in weather, tourist patterns, or other seasonal factors. For example, along the northeastern coastline of the U.S., many lifeguards lose their jobs in the fall when the summer swimming season ends. Like frictional unemployment, seasonal unemployment is relatively benign. It is predictable, and therefore workers are able to plan in advance for their period of joblessness; a seasonal employer might even compensate the workers for the lack of income they experience during the off-season. Seasonal unemployment data can complicate unemployment figures. They push the unemployment rate up during certain times of the year and pull it down in others, even though the overall economic situation remains unchanged. To compensate for these fluctuations, the government usually reports the seasonally adjusted rate, a rate that reflects only the abnormal changes for the month.   *Structural unemployment* occurs when there are laborers available for work, but they do not suit the type of jobs for which there are openings. For example, in Tucson, Arizona, in 2001 there were many job openings for people with technical degrees. However, most unemployed workers lacked these qualifications. This kind of unemployment occurs when old, dying industries are replaced with new ones that demand a different set of skills and abilities. The U.S. is currently at the tail end of a change from a manufacturing economy to a service economy. Many people who formerly worked in factories are finding that their skills are now obsolete. They remain unemployed until they acquire the abilities required to function in the new service and technology industries. This kind of unemployment can be a lingering problem, because it takes time for people to adjust to drastic economic changes.   Finally, there is *cyclical unemployment*. This type of unemployment occurs when the economy falls into a recession and the gross national product (GNP), a measure of the total productivity of the nation's economy, falls. Companies begin to cut back on their labor forces to save money, increasing the numbers of jobless while at the same time, reducing the number of new openings. When cyclical unemployment is reduced to zero, the economy is said to be in a state of full employment. |
| Stem / Prompt | Economists have defined four basic types of unemployment. |
| Correct Answer | 345 |
| Option 1 | The average unemployed worker in the U.S. spends eight weeks looking for a job before finding one. |
| Option 2 | Seasonal unemployment is the only category reported in seasonally adjusted unemployment figures. |
| Option 3 | The different kinds of unemployment differ in their underlying causes and in their impacts on the economy. |
| Option 4 | Unemployment can occur even when jobs are plentiful. |
| Option 5 | Frictional unemployment is the term applied to people who are looking for work after being out of the work force for a long time. |
| Option 6 | Long-term unemployment can lead to depression and anxiety. |

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| **Question #** | **26** |
| **Kaplan QID** | **TRWM1787** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | The word *dramatic* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | sincere |
| Option 2 | normal |
| Option 3 | obvious |
| Option 4 | suitable |

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| **Question #** | **27** |
| **Kaplan QID** | **TRDE1788** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | What does the author suggest regarding classroom layout? |
| Correct Answer | 2 |
| Option 1 | Student desks should be as close together as possible. |
| Option 2 | Classrooms should be easy to walk around in. |
| Option 3 | Student desks should be arranged in a circle, with the teacher's desk at the center. |
| Option 4 | Classrooms should be arranged so that students can easily see the blackboard. |

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| **Question #** | **28** |
| **Kaplan QID** | **TRDE1789** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | Which of the following is mentioned in the passage as an example of nonverbal communication? |
| Correct Answer | 2 |
| Option 1 | Giving a hug to show affection |
| Option 2 | Leaning forward to show interest |
| Option 3 | Shaking hands to greet |
| Option 4 | Nodding to show agreement |

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| **Question #** | **29** |
| **Kaplan QID** | **TRWM1790** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | The word *consciously* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | knowingly |
| Option 2 | cautiously |
| Option 3 | honestly |
| Option 4 | completely |

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| **Question #** | **30** |
| **Kaplan QID** | **TRDE1791** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   -->The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | In paragraph 4, the author says a teacher slouched at his desk could  An arrow [ ] marks paragraph 4. |
| Correct Answer | 1 |
| Option 1 | discourage students from participating in class |
| Option 2 | cause students to complain to their parents or school supervisors |
| Option 3 | make some students feel uncomfortable |
| Option 4 | signal to some students that the teacher is keenly interested |

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| **Question #** | **31** |
| **Kaplan QID** | **TRWM1792** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | The word *potential* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | possibility |
| Option 2 | value |
| Option 3 | difficulty |
| Option 4 | necessary |

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| **Question #** | **32** |
| **Kaplan QID** | **TRRF1793** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   -->A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | In paragraph 5, the author mentions raising both eyebrows   An arrow [ ] marks paragraph 5. |
| Correct Answer | 1 |
| Option 1 | to give an example of a facial expression that can have several meanings |
| Option 2 | to show what children in an early-years' class should be able to do |
| Option 3 | to demonstrate that children understand that people communicate by using facial expressions |
| Option 4 | to give an example of an expression that teachers should avoid using |

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| **Question #** | **33** |
| **Kaplan QID** | **TRRE1794** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | The word *it* in the passage refers to |
| Correct Answer | 2 |
| Option 1 | culture |
| Option 2 | the thumbs up sign |
| Option 3 | money |
| Option 4 | a student |

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| **Question #** | **34** |
| **Kaplan QID** | **TRAO1795** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RAO |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | Which of the following statements most accurately expresses the author's opinion regarding the use of gestures and facial expressions by teachers? |
| Correct Answer | 1 |
| Option 1 | Teachers should use both gestures and facial expressions together to enhance communication. |
| Option 2 | Teachers should set a good example for children by limiting the use of gestures and facial expressions. |
| Option 3 | Teachers should concentrate on their verbal communication rather than worrying about using gestures and facial expressions. |
| Option 4 | Teachers should avoid using overly complicated nonverbal communication. |

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| **Question #** | **35** |
| **Kaplan QID** | **TRCO1796** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. **~~+~~** When people add facial expressions and hand gestures to what they are saying, the message is reinforced. **~~+~~** If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. **~~+~~** Research suggests that 60 percent of communication is non-verbal. **~~+~~**   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | The latter is comprised of words and patterns of intonation. |
| Correct Answer | 1 |

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| **Question #** | **36** |
| **Kaplan QID** | **TRPA1797** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| 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 | Studies show that multiple channels of communication benefit children by giving them more educational input at the same time. |
| Option 2 | Studies show that children learn more when communication from multiple channels is used. |
| Option 3 | Many students benefit when schools use multiple communications systems. |
| Option 4 | According to several studies, the children who benefit most are those who watch multiple educational channels. |

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| **Question #** | **37** |
| **Kaplan QID** | **TRIN1798** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | What does the author imply about facial expressions? |
| Correct Answer | 2 |
| Option 1 | Children learn to use and recognize them at an early age. |
| Option 2 | Most people interpret them in the same way. |
| Option 3 | There are differences in the way men and women use them. |
| Option 4 | They evolved as a means of communication before language did. |

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| **Question #** | **38** |
| **Kaplan QID** | **TRMI1799** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | According to the passage, using non-verbal communication in an early-years' classroom is important for |
| Correct Answer | 3 |
| Option 1 | teaching children to distinguish between positive and negative emotions |
| Option 2 | encouraging children to use clearly identifiable expressions when they communicate |
| Option 3 | helping children fully comprehend lesson content and verbal instructions |
| Option 4 | teaching children that different expressions have different meanings |

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| **Question #** | **39** |
| **Kaplan QID** | **TRII1800** |
| Passage ID (file name) | TRWM1787 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Non-verbal Communication in an Early-years' Classroom*  Linguistic studies have shown that non-verbal communication greatly enhances comprehension of verbal communication. When people add facial expressions and hand gestures to what they are saying, the message is reinforced. If someone is angry with you, they might lower their eyebrows, lean toward you, and move their hand back and forth in the air besides choosing words and a tone of voice that conveys that they are displeased with you. Research suggests that 60 percent of communication is non-verbal.   Given these findings, it is vital for teachers to understand how to effectively use non-verbal communication strategies to reinforce verbal communication, so that learning can be improved. While it is true that most of the nonverbal communication that people engage in is not consciously controlled, that is, people do not realize they are doing it, it is also true that communication can be improved if instructors become more aware of the effects of their nonverbal communication. Many educational studies have found that children benefit from the use of multiple channels of communication. They learn better if verbal information is coupled with visual cues, auditory cues, and even tactile (touch) cues. For this reason, a teacher can enrich communication in the classroom by consciously adding appropriate nonverbal elements to the spoken message.   Non-verbal communication can be classified into four types: proximity, posture, gesture, and facial expression. Proximity refers to both the personal space between individuals and the physical layout of the classroom. Personal proximity can be utilized by the teacher to convey different emotions. For example, if a teacher is standing in front of a student and leaning in towards him with his arms folded, this conveys a strong message of dissatisfaction with how the student is behaving; however, if the teacher is leaning in towards the student in the same way with his arms folded but whilst seated, this would convey warmth and empathy. Physical proximity is related to the classroom layout, and is important for setting the environment for optimal communication. All desks should be positioned in such a way that the teacher can make eye contact with every student. Classrooms should be clutter-free so that the teacher and students can easily walk around and interact with one another.   The teacher's posture can have a major effect on a child's learning. A teacher's posture can convey confidence and enthusiasm, important elements that stimulate children to want to learn. Children learn better if the teacher's "body language" is communicating that the teacher enjoys the children's company, is keenly interested in their progress, and applauds their success. A teacher who is slouched over his desk is showing disinterest in his job and in the children. The children, as a result, may resent the teacher, or the material, and will not be encouraged to participate effectively in the classroom.   A teacher must have a clear understanding of the use and effect of gestures and facial expressions. For children in an early-years' classroom, the teacher's gestures and facial expressions need to be fairly dramatic. The teacher might give a big smile to convey congratulations, rather than the more reserved smile he might offer to an adult. However, it is important for someone teaching in a culturally diverse class to be aware that the meaning of a gesture can vary greatly depending on the country or culture. For example, in the United States, the "thumbs up" sign means "yes" or "good" whereas in Japan it means money, while for a student from the Middle East, it is a sign of hostility. A teacher in a culturally diverse class would need to research these types of cultural differences so as to avoid miscommunication. Thus, when praising an English-speaking child for doing something well, an effective combination of a thumbs-up sign, a big smile, and widening of the eyes clearly gives the child positive reinforcement. Unlike gestures, facial expressions are fairly universal. People of all countries understand expressions showing interest, doubt, approval, or disapproval. However, it is important for a teacher to understand that one expression can convey a very different meaning depending on the context. For example raising both eyebrows can convey any of the aforementioned emotions as well as surprise, disgust, or questioning. Teachers must be aware of the potential for students to misunderstand the meaning of a facial expression. |
| Stem / Prompt | Teachers need to be aware of the influence that non-verbal communication has on reinforcing their verbal messages to children. |
| Correct Answer | 256 |
| Option 1 | A teacher must be careful not to communicate disinterest to children. |
| Option 2 | There are four categories of non-verbal communication. |
| Option 3 | Classrooms should be set up so that all students can clearly hear what the teacher is saying. |
| Option 4 | A 'thumbs up' means 'good' for speakers of Middle Eastern languages. |
| Option 5 | Teachers cannot assume that a gesture communicates the same meaning to students of various linguistic backgrounds. |
| Option 6 | Teachers can help children to comprehend verbal communication by deliberately adding nonverbal reinforcement to what they say. |

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| **Question #** | **1** |
| **Kaplan QID** | **TSFE1123** |
| Passage ID (file name) | TSFE1123 |
| 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 | Describe a national holiday that you celebrate and explain why this holiday is important. Include details and examples to support your explanation. |

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| **Question #** | **2** |
| **Kaplan QID** | **TSOP1362** |
| Passage ID (file name) | TSOP1362 |
| Question Type | Speaking |
| SkillCode | SOP |
| Listening Stimulus | **Narrator:** Number Two. For this task, you will give your opinion 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 | Some universities require all students to take at least some general arts and sciences courses in their first two years of study. Other universities require students to focus their studies on their specific career path and only allow them to take courses related to their degree programs. Explain which approach to education you think is better: taking general knowledge courses, or degree related courses. Include details and examples in your explanation. |
| Explanation | revised prompt. |

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| **Question #** | **3** |
| **Kaplan QID** | **TSSS1131** |
| Passage ID (file name) | TSSS1131 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to two students as they discuss the announcement.   **Student (female):** I think having a competition to select the plan is a great idea.   **Student (male):** I guess so. But the project itself is pretty controversial.   **Student (female):** Well, then, maybe the competition will get people talking about the project. It could build public interest, and stimulate debate about the issues.   **Student (male):** Maybe. There's certainly a lot to debate. There's actually some very strong opposition to the University Neighborhood plan.   **Student (female):** I can understand why. The city's going to tear down all the nice old buildings in the area to make way for the new development. The old buildings are what give the area its character, its charm.   **Student (male):** That's right. I like the way it is now. I think developing the area is a bad idea.   **Student (female):** I do too, but I'm glad that there's a competition to select the best design. Usually with these kinds of projects, the city just selects an architect and a plan, and the public has no input. If the city's going to build it anyway, at least let the people pick the design. |
| Reading Passage | **Architectural Design Competition**  Vancouver will host an architectural design competition in search of blueprints for apartments to be built in the new University Neighborhood. The University Neighborhood is one of eight neighborhoods that will see housing, retail and public space created near campus over the next several years. The number of people living near the campus, as a result of the construction, is expected to jump by 14,000 over the next decade. Vancouver residents will be able to see the plans online and cast votes for their favorite design. |
| Stem / Prompt | The woman expresses her opinion about the announcement. 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:** Vancouver is holding an architectural design competition. Read the announcement about the competition. |

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| **Question #** | **4** |
| **Kaplan QID** | **TSSS1372** |
| Passage ID (file name) | TSSS1372 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on this topic in a photography class.   **Professor (male):** You may have been surprised to read in your textbook that New York's Museum of Modern Art didn't have its first photography exhibit until 1937. But if you think about it, photography is a relatively new medium. At first, it was used merely as a recording device; it was mainly a functional medium. It was not until the turn of the century that photography began to be seen as an art form. So while Edgerton's famous photo of a drop of milk, the *Milkdrop Coronet*, was indeed a thing of beauty, worthy of being featured in that historic exhibit, Edgerton's interest in photography was not primarily aesthetic, it was not to produce something beautiful.   The stroboscope, which Edgerton invented, gave birth to what we know today as flash photography. The stroboscope led to ultra-high speed and stop-action photography, both of which Edgerton pioneered. Thanks to Edgerton’s work, mundane events that people had previously taken for granted, like blood flowing through the capillaries - when captured by Edgerton - seemed almost magical.   During World War II, Edgerton's inventions made it possible for troops to do night reconnaissance, to gather detailed information about the enemy in ways that had previously been impossible. In later years, Edgerton collaborated with underwater explorer Jacques Cousteau to develop time-lapse photography. The first detailed photographs of the shipwreck *Titanic* were taken with a camera designed by Edgerton.   **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.   Now read the passage about an American inventor. You have 45 seconds to read the passage. Begin reading now. |
| Reading Passage | **Harold Edgerton**  Born in Nebraska in 1903, Harold Edgerton was an electrical engineer by training. Early in his career, he began using photography in his scientific experiments. His first and best-known experiment, the photo that was named *Milkdrop Coronet*, captured a drop of milk landing in a bowl of milk, in a distinctly crown-like shape. To produce this image, Edgerton invented a device called a stroboscope. The stroboscope gave off short bursts of light, which made it possible for Edgerton to take split-second photographs of objects in motion that could not be seen by the human eye, such as bullets in flight. Some of Edgerton's photographs had an exposure time of less than 1/10,000 of a second. |
| Stem / Prompt | The professor discusses Harold Edgerton's contributions to the field of photography. Explain how these contributions were related to Edgerton’s training and interests. |

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| **Question #** | **5** |
| **Kaplan QID** | **TSSO1391** |
| Passage ID (file name) | TSSO1391 |
| 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.   **Student (male):** Hey, Sheila. You said you wanted to see me?   **Student (female):** Yeah, Paul, I could really use some advice....   **Student (male):** What's going on?   **Student (female):** Well, I just heard I was accepted for that internship I applied for.   **Student (male):** Congratulations! So what's the problem?   **Student (female):** Well, it's just that the hours for the internship conflict with my job at the restaurant. I hate to give up the internship, it's such a great opportunity, but I don't get paid for it, and if I give up the job at the restaurant... well, it's going to be difficult to make ends meet.   **Student (male):** Can't you get another job, with hours that will accommodate your schedule?   **Student (female):** My worry is that the internship will already take up so much time.... If I get another job on top of it, when will I ever be able to study? And I can't afford to let my grades slip. I don't want to lose my scholarship.   **Student (male):** Sounds like you're really in a bind. Couldn't you - wait a minute - aren't you taking 18 credits? The term has just started. If you drop one of your classes by next Thursday, you would still get all of your money back. A lighter load would make things easier.   **Student (female):** I guess I could do that, but I was hoping to cram in as many credits as possible before the tuition goes up next term.   **Student (male):** Or you could get a job on campus. A job in an office. A lot of those desk jobs give you plenty of time to study. That way, you could sneak in some studying while you're making money.   **Student (female):** Too bad on-campus jobs pay so much less than off-campus ones.... |
| Stem / Prompt | 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** | **TSSI1128** |
| Passage ID (file name) | TSSI1128 |
| 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 environmental studies class.   **Professor (female):** Air pollution is often accepted as a part of modern city life. Recent studies have shown that our complacency could come at the expense of our health. Air pollution has already become a major public health hazard worldwide. There are thousands of studies from more than twenty countries all showing that certain health problems can be predicted solely based on the amount of air pollution found in an area. Some pollutants, like fine particles called "particulates," when found in even the smallest amounts in the air, were shown to produce negative health effects.   One study done by The University of Southern California School of Medicine showed that air pollution in Los Angeles could lead to significant breathing problems, like asthma and other lung disorders.   Improving air quality in the future or even keeping it the same quality as it is today, will take substantial effort. A growing population and an ever-increasing number of motor vehicles on our streets means that air pollution is an escalating problem. Americans have such a dominant car culture that people don't recognize the connection between their own actions and the air quality in their regions. For example, Californians see air pollution as a major problem and blame automobile use as the main culprit, but few residents think their own driving is part of the problem. Despite their attachment to a car-based lifestyle, Californians are now beginning to link the escalating levels of air pollution in their city to the growing health issues of their population. |
| Stem / Prompt | Using points and examples from the talk, explain how air pollution has become a major health concern and could lead to a change in American lifestyle. |

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| **Question #** | **1** |
| **Kaplan QID** | **TWSC2035** |
| Passage ID (file name) | TWSC2035 |
| Question Type | Writing |
| SkillCode | WSC |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on the topic you just read about.   **Professor (female):** We know that Americans consume a lot of sugar, but how much they really eat is a matter of debate. The truth is that they consume a lot less than is generally reported. Recent reports that Americans consume more than one hundred fifty pounds of sugar in a year are not only misleading, they're completely wrong.   The problem is, these figures are based on something called "economic consumption." Economic consumption measures *production* and *supply*. You calculate it by measuring how much of a product exists at the end of the year, and comparing it to the start of the year. Economic consumption is not the same as human consumption. There are a number of reasons why you can't use economic consumption as a basis for measuring human consumption. For one thing, a lot of the food that is produced is never eaten. Tons of food is wasted during processing and is often fed to livestock. A lot of food gets left on plates in restaurants, and it is simply thrown away. We don't know how much, because food wastage in the United States is generally not measured. We have figures that tell us how much sugar is produced, and how much is sold, but we have no idea how much of this sugar is actually consumed. It makes sense that if you subtract these food losses from the total production figures, the amount of sugar that Americans actually consume goes down.   The point is, you have to be critical when reading these reports. Understand what they're really measuring. Economic consumption is not the same as human consumption. Americans certainly produce sugar, and they do eat a lot of it, but they eat much less of it than is popularly reported. |
| Reading Passage | According to the U.S. Department of Agriculture (USDA), sugar consumption has increased almost every year since 1982. Sugar consumption has been rising at over 1.7 percent a year for the last few decades, higher than the U.S. population growth rate of about 0.8 percent. In the next ten years, total U.S. demand for sugars and sweeteners is expected to reach $10.4 billion. If the forecast is realized, sugar consumption will have risen by about one million tons during that time, implying a per capita increase of 2.5 pounds.   USDA guidelines state that the average American, who consumes about 2,000 calories per day, should be able to eat up to 10 teaspoons of added sugars with no harmful effects, so long as he or she also eats a healthy diet containing all the recommended servings of fruits, vegetables, protein, dairy, and other foods. Unfortunately, however, the average American does not eat a very healthful diet, and the average daily sugar intake is nearly 20 teaspoons, twice the amount that the USDA says can be safely eaten by an otherwise healthy adult.   Paralleling the nation's sharp increase in sugar consumption, incidents of obesity and Type-II diabetes in children and adolescents have nearly doubled in the last 20 years. Health advocates point at the increased consumption of sugar - and particularly of sugary soft drinks - as a possible cause, and are urging the government to take action. Preliminary studies indicate that there might, indeed, be a link between increased sugar consumption among adolescents and Type-II diabetes, but more research will be needed before precise corollary links can be established. |
| Stem / Prompt | Summarize the points made in the lecture you just heard, explaining how they cast doubt on the claims made in the reading. |
| Sample Response | The reading explains how the reported figures in sugar production in the U.S. do not show us really how much sugar is consumed by the average American. The speaker describes the concept of "economic consumption" which is to calculate the difference between how much of a product at the end of the year and how much of that same product at the beginning of the year there is and using that figure as the total of the product actually consumed. In the case of the reading, the author claims that sugar consumption by the average American is twice as much as the amount the USDA recommends that people consume. On the other hand, the lecture disagrees with these claims by explaining that the economic consumption figures that are being used, do not allow for the tons of food that is being wasted by processing or simply being thrown out. This sugar is not even being consumed. Food wastage in the U.S. isn't measured, so if the amount of food that is wasted is figured into the total amount of sugar produced, the level of sugar consumption would be significantly less than what they report. |

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| **Question #** | **2** |
| **Kaplan QID** | **TWOP1551** |
| Passage ID (file name) | TWOP1551 |
| Question Type | Writing |
| SkillCode | WOP |
| Stem / Prompt | What are some of the factors that students should consider when choosing which college or university to attend? Why are these factors important? Use specific reasons and examples to support your answer. |
| Sample Response | There are many different factors in choosing a college or university to attend. First, if you were sure about what you wanted to study and major in, you would consider being immersed in that field at a specialized college. Or if you weren't sure about what you wanted to study specifically, to attend an institution that would allow you to change majors if something different appealed to you would be better.   Your finances are a consideration in selecting a college. You have to determine the value of paying more for tuition. Is it going to help you get a better job when you graduate? If it seems to be too expensive for four years at one place, then maybe you should consider a community college for one or two years and then hopefully you would be able to finish your degree at the school you initially wanted to attend. Another consideration is the location of the school. For some, leaving home isn't an option, while others might relish the opportunity to travel and be in a new environment. Some students would prefer a more rural setting for their school and have fewer distractions for their studies. Another group of students would feel that attending a school in a big city would allow for more extra-curricular activities outside of school. In looking at either option, a student should consider the security in and around the campus.   There are also some intangible factors that can't be answered without the student actually visiting the school. Does the campus layout seems to be centered on the students' needs or is it too spread out? Are there things happening on campus, like conferences, lectures, concerts, things that provide a sense of energy and anticipation around the school's population. And when you are observing the students there, do they seem to be happy and fulfilled to be part of that institution. |