**Kaplan Progress Test 3 (#16) -- 1/6/2014**

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| **Question #** | **1** |
| **Kaplan QID** | **TLDE1593** |
| Passage ID (file name) | TLDE1593 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a professor.   **Student (female):** Ah, Professor Donaldson, there you are! I've been searching for you everywhere. I really didn't think I'd find you here...uh, in the biology lab.   **Professor (male):** No, I can understand that. I just had to chat briefly with Professor Jordan about something. I know biology and music are not exactly two of a kind... Is something wrong? You seem anxious.   **Student:** No, uh, well, not exactly. It's uh, just that I'm having kind of a problem with the harmony class. I'm feeling like a little kid.... I just can't get the concepts!   **Professor:** Hang on, Susan, I'll be right with you. We'll get this sorted out...one way or another.   **Student:** Shall I stay here...or go back to your office?   **Professor:** Uh, sure, yes...no, I mean, why don't you go to my office. Actually, I'll go right now. Professor Jordan is busy. I'll come back here later. I'll walk with you back to my office. Now, tell me...ah, what is it that you're finding difficult about the harmony class?   **Student:** Uh, thanks, Professor. Yes, uh, it's the section on accidentals that I just can't get. How to know when an accidental is acceptable and when it really isn't.   **Professor:** I see.... Well, you know all this really is a bit subjective, of course, but let's try to help you. I think if you read through chapter six again, especially in the discussion of the minor keys, you'll see it all better...and uh....   **Student:** I see...but what if....   **Professor:** Sorry, let me just interrupt.... It's best to think about all of this without getting bogged down with the rules of harmonic relationship. It's best to, uh... let me see, how can I put this? I know, just look at it as if it's a day shopping and you have ten things on your list.... Okay?   **Student:** Okay....   **Professor:** Now let's say you're doing great making all your purchases, but suddenly you're attracted to something in a store window. So you pop in, just to check it out... uh.   **Student:** Oh yeah... now it's making sense. If I did this several times while shopping, we could call those unplanned visits into the stores that caught my eye "accidentals" right?   **Professor:** You got it.   **Student:** You know, I think I was making too much of this. I think I was treating accidentals like there just had to be the strictest of rules. Thanks, Professor.   **Professor:** My pleasure, Sue. Now, go back to chapter six, read it... and, you know... just relax!   **Student:** Thanks so much. I feel better already! |
| Stem / Prompt | Why is the student looking for the professor? |
| Correct Answer | 3 |
| Option 1 | To ask about an assignment |
| Option 2 | To ask questions about biology |
| Option 3 | To clarify a music concept |
| Option 4 | To pick up her assignment |

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| **Question #** | **2** |
| **Kaplan QID** | **TLDE1594** |
| Passage ID (file name) | TLDE1593 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | According to the dialogue, why is it surprising to find the professor in the biology lab? |
| Correct Answer | 1 |
| Option 1 | He does not teach biology classes. |
| Option 2 | He is usually in his office. |
| Option 3 | He was supposed to meet the student elsewhere. |
| Option 4 | He does not like science labs. |

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| **Question #** | **3** |
| **Kaplan QID** | **TLIN1595** |
| Passage ID (file name) | TLDE1593 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Professor:** Is something wrong? You seem anxious.   **Student:** No, uh, well, not exactly. It's uh, just that I'm having kind of a problem with the harmony class. I'm feeling like a little kid.... I just can't get the concepts!   Why does the student say this:   **Student:** I'm feeling like a little kid.... |
| Stem / Prompt | Why does the student say this: |
| Correct Answer | 3 |
| Option 1 | Because she is unable to decide whether to study music or biology |
| Option 2 | Because she thinks that she is the youngest student in the class |
| Option 3 | Because she is frustrated with the material being taught in class |
| Option 4 | Because she is afraid that her questions will bother the professor |

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| **Question #** | **4** |
| **Kaplan QID** | **TLIM1596** |
| Passage ID (file name) | TLDE1593 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Student:** You know, I think I was making too much of this. I think I was treating accidentals like there just had to be the strictest of rules. Thanks, Professor.   **Professor:** My pleasure, Sue. Now, go back to chapter six, read it...and, you know...just relax!   **Student:** Thanks so much. I feel better already!   Why does the student say this:   **Student:** I feel better already! |
| Stem / Prompt | Why does the student say this: |
| Correct Answer | 3 |
| Option 1 | She has recovered from an illness. |
| Option 2 | She is relieved to be getting out of the biology lab. |
| Option 3 | She is beginning to understand a confusing concept. |
| Option 4 | She wants to begin reading the chapter. |

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| **Question #** | **5** |
| **Kaplan QID** | **TLDE1597** |
| Passage ID (file name) | TLDE1593 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Student:** Oh yeah... now it's making sense. If I did this several times while shopping, we could call those unplanned visits into the stores that caught my eye "accidentals" right? |
| Stem / Prompt | Why does the student talk about shopping? |
| Correct Answer | 3 |
| Option 1 | To tell the professor about her impulsive shopping habits |
| Option 2 | To make a comparison between shopping and writing music |
| Option 3 | To suggest a connection between shopping and performing music |
| Option 4 | To describe the effects of music on her shopping habits |

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| **Question #** | **6** |
| **Kaplan QID** | **TLDE1622** |
| Passage ID (file name) | TLDE1622 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Listening Stimulus | **Narrator:** Listen to a dialogue between a student and a security guard.   **Security Guard (male):** Next, please. May I have your information sheet?  **Student (female):** Here it is.  **Security Guard:** Thank you. Let me see. Yes, you filled out every - oh, what about your driver's license number?  **Student:** Actually, I don't drive.  **Security Guard:** Oh, okay. You have some form of picture ID though, right?  **Student:** Yes, here you go - it's my ID from my job. Is that enough?  **Security Guard:** Yes, that'll be fine. Thanks. Now, may I see your proof of registration?  **Student:** What paper is that?  **Security Guard:** The Bursar should have stamped your schedule of courses if you paid your tuition in full.  **Student:** I have the schedule of courses, but I didn't go to the Bursar yet.  **Security Guard:** You'll have to go get their stamp on the schedule. Otherwise I can't take your picture for your student ID.  **Student:** But I waited on such a long line. I've been here for at least 45 minutes.  **Security Guard:** I'm really sorry, but without the Bursar's stamp, I won't be able to take your photo.  **Student:** See - here's my schedule. I'm signed up for three courses this semester.  **Security Guard:** I understand, but the stamp tells me that you've officially registered and that's what I need to go ahead with making your ID.  **Student:** I don't know why someone didn't tell me to go to the Bursar.  **Security Guard:** Well, I apologize. Someone should have informed you. Now if you could please obtain the stamp, you can come back right away.  **Student:** Do I have to wait on line again?  **Security Guard:** I'm afraid so. Everyone's in the same boat here. I'm sorry.  **Student:** Well, I need to be at work in an hour. I can't make it back to campus until tomorrow.  **Security Guard:** Then I would suggest you get to the Bursar first thing in the morning.  **Student:** But I already skipped work this morning to come here. I guess I'll have to come back after work. What time does the bursar's office close?  **Security Guard:** Umm, since tomorrow's the last day of registration, they're staying open until six-forty-five. And the ID line will be open until seven o'clock.  **Student:** Okay, I think I can make it. I guess I'll see you back here tomorrow.  **Security Guard:** Sure. See you then. |
| Stem / Prompt | Why is the student in line? |
| Correct Answer | 1 |
| Option 1 | To get a photo ID |
| Option 2 | To get a registration stamp |
| Option 3 | To pay tuition for the semester |
| Option 4 | To receive a schedule of courses |

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| **Question #** | **7** |
| **Kaplan QID** | **TLDE1623** |
| Passage ID (file name) | TLDE1622 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why does the guard need the stamp on the schedule of courses? |
| Correct Answer | 3 |
| Option 1 | To show that the schedule has been approved |
| Option 2 | To verify the student's identity |
| Option 3 | To prove the student is officially registered |
| Option 4 | To indicate the student's housing assignment |

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| **Question #** | **8** |
| **Kaplan QID** | **TLDE1624** |
| Passage ID (file name) | TLDE1622 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | When does the student intend to return to the guard? |
| Correct Answer | 4 |
| Option 1 | Later that evening |
| Option 2 | In a couple of hours |
| Option 3 | The next morning before work |
| Option 4 | Early the next evening |

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| **Question #** | **9** |
| **Kaplan QID** | **TLIM1625** |
| Passage ID (file name) | TLDE1622 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Student:** Do I have to wait on line again?   **Security Guard:** I'm afraid so. Everyone's in the same boat here. I'm sorry.   Why does the guard say this:   **Security Guard:** Everyone's in the same boat here. |
| Stem / Prompt | Why does the guard say this: |
| Correct Answer | 3 |
| Option 1 | All of the students have delayed getting their IDs. |
| Option 2 | All of the students still need to pay their tuition. |
| Option 3 | All of the students have to wait on the line. |
| Option 4 | All of the students have forgotten to get their schedules stamped. |

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| **Question #** | **10** |
| **Kaplan QID** | **TLIN1626** |
| Passage ID (file name) | TLDE1622 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Listening Stimulus | Listen to part of the dialogue again, and then answer the question.   **Security Guard:** I understand, but the stamp tells me that you've officially registered and that's what I need to go ahead with making your ID.   **Student:** I don't know why someone didn't tell me to go to the Bursar. |
| Stem / Prompt | What can be inferred about the student? |
| Correct Answer | 1 |
| Option 1 | She is upset that she was not told to see the Bursar first. |
| Option 2 | She does not know where the Bursar's office is. |
| Option 3 | She has probably lost her student ID card. |
| Option 4 | She is worried that the guard will not let her back in line. |

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| **Question #** | **11** |
| **Kaplan QID** | **TLMI1215** |
| Passage ID (file name) | TLMI1215 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to part of a talk in an American history class.   **Professor (male):** I want to bring to your attention a new book that's just come out that fits in really nicely with the topic we've been studying, with the Civil War. The book is by Martin Waters and it's entitled - sorry, Waterson, the author's name is Martin Waterson. Anyway, the book is called *Israel Hill on the Appomattox: An Experiment in Freedom*. Appomattox is the town, you may remember, where the Confederate Army, where Robert E. Lee, surrendered to Lieutenant General Ulysses S. Grant. But this book isn't about the Civil War, really. In fact, it's about a man who died in 1796, long before the Civil War even started. The book is about a man - a man named Richard Randolph - who, it just so happens, was a cousin and contemporary of Thomas Jefferson. And this man - like Jefferson - was a southern landowner, a landowner from Virginia. And like Jefferson, he was a slave owner. The amazing thing about Randolph is that in his will he granted freedom to his slaves and gave them land to live on so they could establish themselves and live as free people right alongside their white neighbors. And these ex-slaves called their new community "Israel Hill."   **Student (female):** Wait a minute, professor, but did you just say that Thomas Jefferson owned slaves? I never knew that.  **Professor:** Yes, that's what I said, Jen. Thomas Jefferson - one of our founding fathers, the author of the Declaration of Independence, our third president - Thomas Jefferson owned slaves. And here's another thing that may surprise you about Jefferson: like his cousin, Richard Randolph, Jefferson believed that slavery was morally wrong and he supported its abolition. But while Randolph believed that blacks and whites were equal, Jefferson, like many people of his day - even those who were against slavery - Jefferson believed that whites and blacks were inherently different, and that if blacks were freed they would have to be sent away from the United States. He just didn't think that blacks and whites could live together peacefully. But before you condemn Jefferson, remember when and where he lived. Jefferson was very much a man of his time. So knowing that Jefferson and Randolph lived at the same time and in the same place - knowing that makes what Randolph did all the more exceptional.  **Student (female):** Didn't you tell us that the Emancipation Proclamation - that slavery was officially abolished in 1865? And didn't you say that Randolph died in 1796? I'm confused. I must've missed something....   Professor: No, you're right, Jen. And that's just one of the things that is so striking, so fascinating, and so intriguing about this guy Randolph. He didn't live in the 1860s, but in the 1790s. Not only that, but he was also a Southerner. He was from Virginia. And keep in mind that most of the people that supported freeing the slaves - most of the abolitionists - came from the North. The law that emancipated all of the slaves in the United States wasn't passed until 1865 - but what Randolph did was he manumitted his slaves.   Manumit might be a new word for some of you. The difference between manumission and emancipation is that manumission refers to liberating a person as a private act. Emancipation involves freeing an entire population.... But if a master decides to free one or several of his own slaves, or all of his own slaves - that's called manumission.   **Student (male):** So does that mean that those freed slaves, that those black people were free, just like the white people?  **Professor:** Now, that's a very good question, Darren. We need to make a very important distinction here. We need to point out that just because Randolph's ex-slaves were free doesn't mean that under the laws of the United States they had the same rights as the whites. The country's laws didn't change, and didn't begin to change until the 1860s, when all the blacks were emancipated. So, although Randolph's former slaves were free, although they could own property, they could buy and sell property, they could own businesses, they could even sue white people in court - although they could do all of that - they couldn't vote. Blacks didn't get the vote until much later - not until 1870. They couldn't testify against white people in court, and sometimes the freed blacks had to pay special taxes that white people didn't have to pay. So in this respect, they were not fully equal to whites, even though they were free. |
| Stem / Prompt | What is the main topic of the talk? |
| Correct Answer | 4 |
| Option 1 | Thomas Jefferson's role in U.S. history |
| Option 2 | The history of the state of Virginia |
| Option 3 | The movement to free the slaves |
| Option 4 | Richard Randolph's notable actions |

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| **Question #** | **12** |
| **Kaplan QID** | **TLRF1216** |
| Passage ID (file name) | TLMI1215 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Student (female):** Wait a minute, professor, but did you just say that Thomas Jefferson owned slaves? I never knew that.   Why does the student say this:   **Student (female):** Wait a minute... |
| Stem / Prompt | Why does the student say this: |
| Correct Answer | 3 |
| Option 1 | She needs to look through his notes. |
| Option 2 | She wants to take a break. |
| Option 3 | She finds what the professor said surprising. |
| Option 4 | She needs time to think about what the professor said. |

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| **Question #** | **13** |
| **Kaplan QID** | **TLIN1217** |
| Passage ID (file name) | TLMI1215 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** But before you condemn Jefferson, remember when and where he lived. Jefferson was very much a man of his time. So knowing that Jefferson and Randolph lived at the same time and in the same place - knowing that makes what Randolph did all the more exceptional. |
| Stem / Prompt | What can be inferred about the professor? |
| Correct Answer | 1 |
| Option 1 | He does not think negatively of Jefferson. |
| Option 2 | He thinks Jefferson would be different if he were alive now. |
| Option 3 | He thinks Jefferson was a much better man than Randolph. |
| Option 4 | He does not know much about Jefferson. |

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| **Question #** | **14** |
| **Kaplan QID** | **TLRF1218** |
| Passage ID (file name) | TLMI1215 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** No, you're right, Jen. And that's just one of the things that is so striking, so fascinating, and so intriguing about this guy Randolph.   Why does the professor say the following:   **Professor:** ...so striking, so fascinating, and so intriguing... |
| Stem / Prompt | Why does the professor say the following: |
| Correct Answer | 2 |
| Option 1 | To demonstrate his dislike of Randolph |
| Option 2 | To emphasize how unique Randolph was |
| Option 3 | To praise the student's comment |
| Option 4 | To make sure the students are paying attention |

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| **Question #** | **15** |
| **Kaplan QID** | **TLDE1219** |
| Passage ID (file name) | TLMI1215 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about the term *manumission*? |
| Correct Answer | 3 |
| Option 1 | It means the same thing as *emancipation*. |
| Option 2 | It was a common practice in 1700s Virginia. |
| Option 3 | It describes the act of one slave owner freeing his slaves. |
| Option 4 | It became legal in 1865. |

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| **Question #** | **16** |
| **Kaplan QID** | **TLII1220** |
| Passage ID (file name) | TLMI1215 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | Which of the following are true of both Richard Randolph and his cousin, Thomas Jefferson? |
| Correct Answer | 134 |
| Option 1 | They both opposed slavery. |
| Option 2 | They both believed in racial equality. |
| Option 3 | They both lived during the 1700s. |
| Option 4 | They both owned slaves at one time. |
| Option 5 | They both thought that different races could live together peacefully. |

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| **Question #** | **17** |
| **Kaplan QID** | **TLMI2065** |
| Passage ID (file name) | TLMI2065 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to a talk in an art class.   Professor (female): All right, everyone. Let's settle down, please. Okay, today we are going to discuss the Stieglitz school of photography. Uh, Alfred Stieglitz was a very important and, uh, influential photographer.... In fact, he is now known as the father of modern photography. He was born in 1864 and died in 1946. Perhaps Stieglitz's greatest contribution to photography was his work in convincing the artistic establishment of the merits of photography... um, he basically helped people see photography as an art form.   You have to remember that during this period, people didn't think of photography as art. Photography was a method of recording events; it was used for recording... um... things like battles and crime scenes. Stieglitz worked to change this. He was tireless in, uh, presenting photographs as pieces of art and showing them to the public as, um, interpretations of life. Mmm, how did he do that? How did he present photography in this new way? Yes?   **Student 1 (male):** He published a magazine, um, called *Camera Work*, which exhibited photographers in an artistic, you know, venue, and he also established art galleries that showed only photography.  **Professor:** Good. But, um, think about your reading from last week. Remember the term "Photo-Secessionism"?   How did Photo-Secessionism play a role in Stieglitz's attempts to promote photography as art? Anybody? Well, okay, remember that... this use of the word secession came from groups of artists in Austria and Germany who had broken away from the academic establishment. So how did Photo-Secessionists help establish photography as an art form?   **Student 2 (female):** Um, well, I think Photo-Secessionists were photographers who tried to make their photographs look as much like paintings as possible. You know, they were obsessed with controlling the printing and um, developing process... using pigment, special papers, um, anything to get a special effect that would make their photos look more like paintings.  **Professor:** Excellent. Now, this movement only lasted a few years, around the early 1890s, but it had a substantial impact on the art world. While the Photo-Secessionist movement itself limited photography to mimicking painting and copying art, it accomplished something much more important. It emphasized the idea that photography could be artistic... that a slice of life could be pro - ... um, processed and molded and formed to the vision of the photographer, and finally, that a photographer could be an artist.   Stieglitz's early work reflects his commitment to the ideas of Photo-Secessionism but, um, his later work matures dramatically. It's very different from what the Photo-Secessionists were doing. I think we can all see this in, um, what is perhaps his best-known photo. It's called... *The Steerage*. This photograph shows a large group of passengers in the steerage, or economy class, section of a passenger ship. Stieglitz's compressed composition reveals the closeness of space and bustling conditions in the steamer's lower-level accommodations.   Now earlier Photo-Secessionist pieces had portrayed a sentimental and almost emotional statement about their subjects - their experiences, their hopes, and their feelings about an event. There was real drama in the way the photos were composed.   *The Steerage*, on the other hand, is an example of how photography can tell a dramatic story without relying on sentiment. It doesn't take sides, if you will. This kind of photography, um, was made famous by Stieglitz, and is um, sometimes called "straight photography." It simply presents a scene, leading one to a set conclusion. In *The Steerage*, we see that the gateway to the ship divides the picture - above the gateway are the first - class passengers and below it are the people in steerage class.   Stieglitz... I think, um, doesn't make any direct social commentary. He doesn't assign unhappiness to the passengers in steerage; he doesn't try to make them look miserable and he doesn't invite us to pity them. Instead, we are able to note the similarities between the people in each class, witness their diversity, and come to our own, uh, conclusions. This is the first photo in the history of American photography to be considered art - not simply a slice of life, but uh, a visual aesthetic that invites interpretation and metaphor, and presents a poignant drama. Any questions? |
| Stem / Prompt | What is the talk mainly about? |
| Correct Answer | 1 |
| Option 1 | An artist whose work transformed photography from a simple recording device to an art form |
| Option 2 | A school of photography that influenced the art world through romantic depictions of real events |
| Option 3 | Early limitations of photographic technology and artistic form |
| Option 4 | The birth of studio photography and its inventor, Alfred Stieglitz |

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| **Question #** | **18** |
| **Kaplan QID** | **TLRF2066** |
| Passage ID (file name) | TLMI2065 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Stem / Prompt | Why does the professor include a discussion of Stieglitz's photo *The Steerage* in her lecture? |
| Correct Answer | 2 |
| Option 1 | Because it is a classic example of early Photo-Secessionism |
| Option 2 | Because it is the first American photograph to be considered a work of art |
| Option 3 | Because it shows Stieglitz's early attempt to portray emotion in his work |
| Option 4 | Because it was the first of Stieglitz's photos to be published in the journal, *Camera Work* |

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| **Question #** | **19** |
| **Kaplan QID** | **TLDE2067** |
| Passage ID (file name) | TLMI2065 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What was the main characteristic of Photo-Secessionist artwork? |
| Correct Answer | 1 |
| Option 1 | It attempted to make photographs look very much like paintings. |
| Option 2 | It depicted scenes of everyday life in a neutral, rather than romantic, form. |
| Option 3 | It recorded historical events such as battles and crime scenes. |
| Option 4 | It used a minimum of special effects in the printing and developing process. |

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| **Question #** | **20** |
| **Kaplan QID** | **TLRF2068** |
| Passage ID (file name) | TLMI2065 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Now earlier Photo-Secessionist pieces had portrayed a sentimental and almost emotional statement about their subjects-their experiences, their hopes, and their feelings about an event. There was real drama in the way the photos were composed. *The Steerage*, on the other hand, is an example of how photography can tell a dramatic story without relying on sentiment.   Why does the professor say this:   **Professor:** *The Steerage*, on the other hand... |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 4 |
| Option 1 | To signal that her view is highly controversial |
| Option 2 | To emphasize the importance of this point |
| Option 3 | To show she is not serious |
| Option 4 | To make a comparison |

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| **Question #** | **21** |
| **Kaplan QID** | **TLIE2069** |
| Passage ID (file name) | TLMI2065 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | Listen to a part of the talk again, and then answer the question.   **Professor:** It emphasized the idea that photography could be artistic...that a slice of life could be pro - ...um, processed and molded and formed to the vision of the photographer, and finally, that a photographer could be an artist. |
| Stem / Prompt | According to the professor, what types of scenes were these photographers trying to capture? |
| Correct Answer | 1 |
| Option 1 | Scenes of ordinary life |
| Option 2 | Scenes from famous paintings |
| Option 3 | Battlefields and crime scenes |
| Option 4 | Highly dramatic and emotional scenes |

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| **Question #** | **22** |
| **Kaplan QID** | **TLIN2070** |
| Passage ID (file name) | TLMI2065 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What does the professor suggest about photography as an art form? |
| Correct Answer | 3 |
| Option 1 | Photography is a more mature art form than painting. |
| Option 2 | The best photographs have emotional content but present it in subtle ways. |
| Option 3 | Good photography does not need to imitate painting. |
| Option 4 | Photography has not yet achieved the same stature as painting. |

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| **Question #** | **23** |
| **Kaplan QID** | **TLMI2071** |
| Passage ID (file name) | TLMI2071 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to part of a talk in an astronomy class.   **Professor (male):** So today, we're going to talk about transits of Venus. There was one in 2004 and there'll be another in 2012, which will be well worth seeing.   Because Venus is closer to the sun than Earth is... sometimes the planet appears to pass like a black disk across the face of the sun. It's a bit like an eclipse of the moon, except that Venus is much further away and so appears smaller and, of course... doesn't completely cover the sun like the moon does. Incidentally, isn't it an amazing thing that the moon is just the right size and at just the right distance for total eclipses to happen? There can't be that many planets in the universe where that happens.  Anyway, back to the transits of Venus....   Well, you might say that's all very interesting and pretty to watch, but...of course, observing the transits of Venus has also taught us a lot about our solar system. Because the orbits of Earth and Venus are not in exactly the same plane - um... Venus's orbit is tilted by about 3 degrees and 23 minutes compared to that of Earth - the transits occur very infrequently, since... Venus is not always in the right position.   Transits happen in pairs, eight years apart - hence 2004 and 2012 - with a gap of alternately 105 or 122 years between pairs... the previous one to 2004 was 122 years earlier in 1882, then going back eight years to 1874, then back 105 years to a pair in 1769 and 1761, then back 122 years again to 1639 and 1631, and so on.  One of the first things that the transits were used to prove was that Earth and the other planets move around the sun. The transit of 1639 showed also that Venus was a smaller planet than had previously been thought, but with a reflective atmosphere that made it look bigger than it is. During... the transit, the um...sun shone through Venus's atmosphere and revealed the planet's true size.  Although he didn't live to see them, astronomer Edmond Halley played a key role in preparing the ground for the next pair of Venus transits in 1761 and 1769. He realized that the Venus transits could be used to measure the distance from the earth to the sun, and hence the size of the solar system. Actually it boils down to fairly basic geometry. Remember how if you know the length of the base of a triangle, and the angles, you can work out the lengths of the other two sides? Imagine you observe the transit of Venus from two positions far apart on Earth. By Halley's time, the size of Earth was reasonably accurately known and you could work out the distance between the two places, which would give you the base of your triangle. Clocks were accurate enough to synchronize observations, and the transit gives you four opportunities to do so - where the planet Venus first crosses the edge of the sun, where Venus has just completely passed onto the sun's disk, and the corresponding points as Venus finishes its crossing. Checking observations from different points on Earth allows you to calculate the angles and hey, presto! You can work out how far away the sun is.  Observations in 1761 were somewhat disappointing, since Venus's atmosphere distorted the results, leading to wide variation in the calculated values. Scientists in 1769 were prepared for this and were able to compensate in their calculations.  Incidentally, we have to hand it to the scientists of those days, who went off into unbelievably hostile conditions to collect data. Faced with shipwrecks, war, fever, jungles, unfriendly natives, numbing cold, and scorching heat, they quite literally risked their lives in the name of science.   Compared with earlier estimates of 80 million miles, the 1769 data yielded a value for the distance between Earth and the sun, also known as the astronomical unit, of 95 million miles, which is quite close to modern values.   The expeditions of 1874 and 1882 benefited from modern technology in the form of steamships, the telegraph, photography, and massively improved astronomical instruments, and gave something very close to the currently accepted value for the astronomical unit of around 93 million miles from Earth to the sun. |
| Stem / Prompt | What is the main point of this talk? |
| Correct Answer | 4 |
| Option 1 | How it took many attempts before the transits of Venus could be successfully viewed |
| Option 2 | How early scientists faced dangers in the name of science |
| Option 3 | How Venus's atmosphere was discovered |
| Option 4 | How the distance from Earth to the sun came to be calculated using the transits of Venus |

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| **Question #** | **24** |
| **Kaplan QID** | **TLIM2072** |
| Passage ID (file name) | TLMI2071 |
| Question Type | Listening Comprehension |
| SkillCode | LIM |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Anyway, back to the transits of Venus... Well, you might say that's all very interesting and pretty to watch, but.... Of course, observing the transits of Venus has also taught us a lot about our solar system. |
| Stem / Prompt | What does the professor suggest? |
| Correct Answer | 1 |
| Option 1 | The transits of Venus are more important than they seem. |
| Option 2 | The transits of Venus are among the most interesting phenomena in the solar system. |
| Option 3 | The transits of Venus are not very spectacular to see. |
| Option 4 | He is about to discuss something much more interesting than the transits of Venus. |

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| **Question #** | **25** |
| **Kaplan QID** | **TLDE2073** |
| Passage ID (file name) | TLMI2071 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | Why are the transits of Venus so rare? |
| Correct Answer | 1 |
| Option 1 | Venus's orbit is not exactly aligned with that of Earth. |
| Option 2 | The moon often blocks the view as Venus passes across the sun. |
| Option 3 | Venus is almost always on the other side of the sun from Earth. |
| Option 4 | When Venus is too far from Earth it is too small to be seen against the sun. |

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| **Question #** | **26** |
| **Kaplan QID** | **TLRF2074** |
| Passage ID (file name) | TLMI2071 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Remember how if you know the length of the base of a triangle, and the angles, you can work out the lengths of the other two sides? |
| Stem / Prompt | Why does the professor say this? |
| Correct Answer | 3 |
| Option 1 | He is implying that the students should memorize the information. |
| Option 2 | He is asking the students to explain. |
| Option 3 | He is suggesting that the students should be familiar with this concept. |
| Option 4 | He is repeating something he said earlier in the lecture. |

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| **Question #** | **27** |
| **Kaplan QID** | **TLDE2075** |
| Passage ID (file name) | TLMI2071 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What is said about the planet Venus? |
| Correct Answer | 23 |
| Option 1 | It is much smaller than Earth. |
| Option 2 | It has a thick atmosphere that distorts observations. |
| Option 3 | It does not completely cover the face of the sun in its transits. |
| Option 4 | It passes across the face of the sun every 105 years. |

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| **Question #** | **28** |
| **Kaplan QID** | **TLIE2076** |
| Passage ID (file name) | TLMI2071 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** Incidentally, we have to hand it to the scientists of those days, who went off into unbelievably hostile conditions to collect data. |
| Stem / Prompt | What does the professor suggest about scientists of former times? |
| Correct Answer | 3 |
| Option 1 | We should follow their example. |
| Option 2 | We have a lot to learn from them. |
| Option 3 | We should admire them. |
| Option 4 | We have to treat their results with caution. |

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| **Question #** | **29** |
| **Kaplan QID** | **TLMI1198** |
| Passage ID (file name) | TLMI1198 |
| Question Type | Listening Comprehension |
| SkillCode | LMI |
| Listening Stimulus | **Narrator:** Listen to part of a talk in a history class.   **Professor (female):** As you may recall, one of our topics early in the semester was about something called the Great Migration.   Since this was an essay topic on your midterm, I assume that all of you remember what it is, but let me go over it again briefly, just in case. All right, let's see. In the early part of the 20th century, African Americans left the South in huge numbers to, uh, to take up residence in cities in the North. So places like, uh, like Chicago and New York saw a sharp rise in their African-American populations. New machines had caused many of the manual labor jobs that many African Americans, uh, worked at in the South, to disappear. And at the same time, rapid industrialization was creating thousands of new jobs in northern cities. So large numbers of African Americans started moving north, in a migration that continued into the 1970s.   But now things seem to be reversing. African Americans are moving back to the South. In fact, as far as new residents in the South go, blacks outnumber whites or any other immigrant group by a large margin. Now, many of the blacks that are coming back seem to be coming from a specific demographic, in that, that most of them are highly educated. Uh, they cite many reasons for their move. Certainly one factor migrants mention is, uh, is that the South seems to have a new personality - many of the old attitudes and stereotypes about the so-called "backward South" no longer apply. Of course the climate is a draw, too. I'd take a winter in Atlanta over one in Chicago any day, wouldn't you? But most important of all, there are great economic opportunities - the southeastern states are major draws for the high-tech, information-based industries - industries that require an educated, upwardly mobile workforce.  But these are just generalizations, so let's look at some specific statistics here and see how the populations have changed. Atlanta takes the lead by far in overall numbers. In the late 1990s, Atlanta experienced the largest influx of black immigration in the country. Over 100,000 new residents continue to flood in annually. And this is the trend across the South. City after city in the South is seeing population growth, year after year. In contrast, in the North, we are seeing cities shrink, year after year. And though I noted that a lot of these people moving to the South are black college graduates, they aren't the only ones making the move. All types of African Americans, young and old, working and retired, are returning to the South.  Let's look at a case study from the article I asked you to read, all right? Everybody remembers reading about Sharon Thomas's family? She and her husband both left a suburb of Atlanta in, uh, in 1963 and set off for New York City in search of better economic opportunities - the proverbial streets paved with gold. According to Mrs. Thomas, in 1963, if you were black, the only job opportunities available in her area were to be a mill worker, a janitor, or a factory worker. But in New York, Mrs. Thomas's husband was able to, uh, to start up his own business, a small barbershop in Harlem. Their life in New York was pretty good, they admit; they prospered and raised two children, Martin and Coral. Both of their children went on to college - Martin to City College in New York and Coral to a historically black college in Georgia. Well, when both of them graduated, they found the most attractive job offers coming to them were from the South. So that's where they went. And that got their parents thinking - why should they stay in New York when they children were living well and starting families of their own in the South? And who wanted to spend another snowy, icy winter in New York? So now that the Thomas's are retired, they have moved back to Georgia - they're closer to their children and enjoying life in the "new" South. |
| Stem / Prompt | What does the professor mainly discuss? |
| Correct Answer | 1 |
| Option 1 | A new population shift among African Americans |
| Option 2 | The reasons high-tech companies are moving to the South |
| Option 3 | The differences between living in Atlanta and living in New York City |
| Option 4 | The role of black colleges in African American culture |

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| **Question #** | **30** |
| **Kaplan QID** | **TLDE1199** |
| Passage ID (file name) | TLMI1198 |
| Question Type | Listening Comprehension |
| SkillCode | LDE |
| Stem / Prompt | What does the professor say about Atlanta? |
| Correct Answer | 3 |
| Option 1 | Its weather is not as good as other parts of the South. |
| Option 2 | It is the home to several good African American colleges. |
| Option 3 | It is seeing a tremendous influx of African Americans. |
| Option 4 | Its population will soon be larger than that of Chicago. |

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| **Question #** | **31** |
| **Kaplan QID** | **TLRF1200** |
| Passage ID (file name) | TLMI1198 |
| Question Type | Listening Comprehension |
| SkillCode | LRF |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** But these are just generalizations, so let's look at some specific statistics here and see how the populations have changed.   Why does the professor say this:   **Professor:** So let's look at some specific statistics here... |
| Stem / Prompt | Why does the professor say this: |
| Correct Answer | 1 |
| Option 1 | She is introducing some numbers that support her ideas. |
| Option 2 | She is contrasting the students' attitudes about the South. |
| Option 3 | She is providing a definition of statistics. |
| Option 4 | She is asking students to bring their statistical studies to her desk. |

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| **Question #** | **32** |
| **Kaplan QID** | **TLIN1201** |
| Passage ID (file name) | TLMI1198 |
| Question Type | Listening Comprehension |
| SkillCode | LIN |
| Stem / Prompt | What can be inferred about Mr. and Mrs. Thomas? |
| Correct Answer | 3 |
| Option 1 | They will return to New York. |
| Option 2 | They always wanted to return to Atlanta. |
| Option 3 | They enjoyed their life in New York. |
| Option 4 | Their children did not want them to return to the South. |

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| **Question #** | **33** |
| **Kaplan QID** | **TLIE1202** |
| Passage ID (file name) | TLMI1198 |
| Question Type | Listening Comprehension |
| SkillCode | LIE |
| Listening Stimulus | Listen to part of the talk again, and then answer the question.   **Professor:** She and her husband both left a suburb of Atlanta in, uh, in 1963 and set off for New York City in search of better economic opportunities - the proverbial streets paved with gold.   What does the professor mean when she says this:   **Professor:** ...the proverbial streets paved with gold. |
| Stem / Prompt | What does the professor mean when she says this: |
| Correct Answer | 4 |
| Option 1 | The wealth of New York was an illusion. |
| Option 2 | New York's transportation system was much better than Atlanta's. |
| Option 3 | The cost of living in New York was much higher than that in Atlanta. |
| Option 4 | New York was a place where people thought they could make money easily. |

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| **Question #** | **34** |
| **Kaplan QID** | **TLII1203** |
| Passage ID (file name) | TLMI1198 |
| Question Type | Listening Comprehension |
| SkillCode | LII |
| Stem / Prompt | According to the talk, what are three reasons why African Americans are moving back to the South? |
| Correct Answer | 134 |
| Option 1 | The weather is better than in the North. |
| Option 2 | They want to return to the places where they grew up. |
| Option 3 | There are a lot of job opportunities. |
| Option 4 | Attitudes in the South have changed. |
| Option 5 | The education system is better than in the North. |

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| **Question #** | **1** |
| **Kaplan QID** | **TRWM2179** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | The word *sustain* is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | consume |
| Option 2 | settle |
| Option 3 | pursue |
| Option 4 | nourish |

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| **Question #** | **2** |
| **Kaplan QID** | **TRRF2180** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   -->Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | In paragraph 2, why does the author give physical details about the buffalo?  An arrow [ ] marks paragraph 2. |
| Correct Answer | 3 |
| Option 1 | To illustrate the various ways that the Native Americans used the parts of the buffalo |
| Option 2 | To reinforce why grizzly bears were able to hunt buffalo successfully |
| Option 3 | To show why Native Americans found the buffalo difficult to hunt |
| Option 4 | To argue that buffalo should be protected from hunting as an endangered species |

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| **Question #** | **3** |
| **Kaplan QID** | **TRRE2181** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | The word *most* in the passage refers to |
| Correct Answer | 4 |
| Option 1 | buffalo |
| Option 2 | archeologists |
| Option 3 | northern plains |
| Option 4 | buffalo jumps |

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| **Question #** | **4** |
| **Kaplan QID** | **TRWM2182** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | The word *maim* in the passage is closest in meaning to |
| Correct Answer | 3 |
| Option 1 | crush |
| Option 2 | confuse |
| Option 3 | disable |
| Option 4 | delay |

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| **Question #** | **5** |
| **Kaplan QID** | **TRKT2183** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | Which of the following best explains the word *cliff*? |
| Correct Answer | 1 |
| Option 1 | A high, steep side of a large rock or mountain |
| Option 2 | A thick, heavy stick used to hit people or things |
| Option 3 | To move a group of animals together in a certain direction |
| Option 4 | An animal that is hunted and eaten by another animal or person |

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| **Question #** | **6** |
| **Kaplan QID** | **TRWM2184** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | The word *hides* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | skins |
| Option 2 | masks |
| Option 3 | robes |
| Option 4 | scent |

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| **Question #** | **7** |
| **Kaplan QID** | **TRIN2185** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   -->Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   -->American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | What information can be inferred from paragraphs 2 and 3 about jump sites?  An arrow [ ] marks paragraphs 2 and 3. |
| Correct Answer | 2 |
| Option 1 | Lewis and Clark visited many of the jump sites. |
| Option 2 | Native Americans used the same jump sites repeatedly. |
| Option 3 | Jump sites were generally located in the mountain forests. |
| Option 4 | They were usually in areas where there were many grizzly bears. |

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| **Question #** | **8** |
| **Kaplan QID** | **TRCO2186** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. **~~+~~** Next, they cut the huge animals into smaller, moveable pieces. **~~+~~** These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. **~~+~~** Much meat was dried into jerky. But not only the meat was used. **~~+~~** Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | Then the drying process would begin. |
| Correct Answer | 3 |

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| **Question #** | **9** |
| **Kaplan QID** | **TRPA2187** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| 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 | 3 |
| Option 1 | The U.S. government paid cattle ranchers to domesticate buffalo herds during the 1870s. |
| Option 2 | Cattle ranchers were decimated by U.S. government policy to destroy the buffalo herds in the 1870s. |
| Option 3 | To make way for cattle ranching, the U.S. government encouraged buffalo killing, drastically reducing the buffalo population by the 1870s. |
| Option 4 | By the 1870s, cattle ranchers, encouraged by the U.S. government, had extended buffalo hunting all the way to the Great Plains. |

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| **Question #** | **10** |
| **Kaplan QID** | **TRDE2188** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   -->American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | All of the following are mentioned in paragraph 3 as being traits of a good buffalo jump EXCEPT  An arrow [ ] marks paragraph 3. |
| Correct Answer | 3 |
| Option 1 | prevailing winds must blow in the correct direction |
| Option 2 | the site has a water source near the bottom |
| Option 3 | the fall must be more than 150 feet |
| Option 4 | driving lanes must be clear |

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| **Question #** | **11** |
| **Kaplan QID** | **TRDE2189** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   --> American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | In paragraph 3, the passage states that buffalo jumps needed a slight rise at the end  An arrow [ ] marks paragraph 3. |
| Correct Answer | 1 |
| Option 1 | so that the lead animals would not see the drop-off |
| Option 2 | to direct the wind in an upward draft |
| Option 3 | to help the buffalo slow down before they reached the edge |
| Option 4 | to protect the people below from falling debris |

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| **Question #** | **12** |
| **Kaplan QID** | **TRDE2190** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   --> Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | According to paragraph 4, the drivers made sure that all the animals went over the cliff because  An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | any animal left on top might attack the drivers |
| Option 2 | they believed surviving animals might warn other buffalo |
| Option 3 | they needed every single buffalo in order to survive the winter |
| Option 4 | a grizzly bear might prey on a solitary buffalo |

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| **Question #** | **13** |
| **Kaplan QID** | **TRAO2191** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RAO |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal when it fell so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | How can the author's attitude towards buffalo jumps best be described? |
| Correct Answer | 1 |
| Option 1 | Objective |
| Option 2 | Passionate |
| Option 3 | Disbelieving |
| Option 4 | Horrified |

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| **Question #** | **14** |
| **Kaplan QID** | **TRII2192** |
| Passage ID (file name) | TRWM2179 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Native American Buffalo Jumps*  Native Americans tribes of the American Great Plains depended on the buffalo (or bison) for food, shelter, and clothing. These tribes, needing substantial numbers of buffalo to sustain themselves, devised a system to hunt the buffalo en masse known as the buffalo jump.   Buffalo are the largest North American mammals, with bulls weighing nearly 2,000 pounds. They can run at a speed of 30 miles per hour. Adult buffalo have sharp horns they use to gore predators. They found protection in numbers, traveling in great herds numbering hundreds of thousands. Even the mighty grizzly bear preyed only on stray calves and sick or elderly buffalo, so Native Americans hunting on foot with spears, and bows and arrows found the buffalo a challenge to bring down. The buffalo jump, where the herds were directed to cliffs that they toppled from to crippling injuries or their deaths, was a method of hunting these powerful creatures that overcame their natural defenses.   American explorers Lewis and Clark mentioned buffalo jumps in their 1805 journals. Archeologists have dated the oldest buffalo jump site back 10,000 years. More than 100 jumps have been discovered from Texas to Alberta. Most are located in the northern plains, where the snowy winters drove the buffalo into mountain forests where they could more easily forage for food. But despite the rugged landscape of the North American West, surprisingly few spots were well suited to be buffalo jumps. A jump did not necessarily have to be very high, just high enough to maim the animal as it came down from its fall so that it was too injured to run away; 50 to 100 feet was sufficient. The driving lanes in front of the jump had to be clear. More importantly, the jump had to have a slight rise at its end, so that lead buffalo could not detect the upcoming cliff. Also, the prevailing winds had to blow in the correct direction. Buffalo have poor eyesight and hearing, but compensate with an acute sense of smell. If winds were blowing the wrong way, the buffalo would sense the human predators. Ideally, a jump would have a water source near the cliff bottom to facilitate the processing of carcasses.   Tribes often followed the herds for days in the autumn, waiting for the right moment to drive them. Weather, herd size, and proximity to the cliff helped determine the timing. The Indians set up rock cairns on both sides of a driving lane that would funnel the buffalo to the steepest part of the cliff. Several tribesmen dressed in wolf skins would attempt to startle the herd. Others, draped in buffalo hides, tried to lure the herd toward the cliff. Still others stood behind the rock cairns and waved hides and blankets as the herd thundered past. Once the herd started moving at full speed, it was impossible to stop. Even if the lead animals sensed the cliff, the momentum of the stampede would push them over. The drivers made sure that all of the buffalo went over, believing that if one escaped, it would warn others about the trick.   At the bottom of the cliff, another portion of the tribe was waiting. When the signal came that all the buffalo had fallen, they came out to kill any that managed to survive. Next, they cut the huge animals into smaller, moveable pieces. These pieces could then be moved back to the base camp for processing. Fresh meat was often roasted for a feast. Much meat was dried into jerky. But not only the meat was used. Hides were tanned and then used as robes or sewn into teepees, the Indians' moveable housing. Bones were boiled to extract marrow, and then the bones were made into tools. In fact, virtually every part of the buffalo had a use, and every member of the tribe had a role in putting the various parts of the buffalo into use.   The last buffalo jump probably occurred in the 1870s. By then, the once great herds had been decimated by U.S. government policy to eradicate the buffalo to clear the plains for cattle ranchers. Buffalo populations were further diminished by diseases spread from cattle. The North American herd went from a pre-1500 estimate of 30 million to a meager 1,500 animals in 1880. But even if the buffalo population had remained steady, the tradition of the buffalo jump probably would have died out. The horse and the gun had come into the Native Americans' lives and made open plains hunting much easier and less dangerous than the buffalo jump. |
| Stem / Prompt | The buffalo was critical to the survival of many tribes of the Great Plains, so they devised a way to hunt these large, dangerous animals in large numbers 10,000 years ago. |
| Correct Answer | 246 |
| Option 1 | Lewis and Clark wrote in their journals about having witnessed a buffalo jump in 1805 while exploring the North American continent. |
| Option 2 | Native Americans chose jump sites carefully, considering the lay of the land, the height of the fall, and the prevailing winds. |
| Option 3 | Buffalo have a keen sense of smell, although their vision and hearing are poor. |
| Option 4 | All members of the tribe took a role on the day of the jump, some driving the buffalo, others harvesting and preserving the meat. |
| Option 5 | The Indians believed that the buffalo were able to communicate with one another about the hunting practices. |
| Option 6 | The buffalo jumps ended with the near extinction of the herds; however, hunting with horses and guns would probably have replaced the jumps anyway. |

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| **Question #** | **15** |
| **Kaplan QID** | **TRCO2193** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. **~~+~~** In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. **~~+~~** The lake has vanished in this way four times since 1907, and most likely many times before that as well. **~~+~~** This bizarre event is the result of the state's peculiar geological structure. **~~+~~**   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | This was not the first time this had happened. |
| Correct Answer | 2 |

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| **Question #** | **16** |
| **Kaplan QID** | **TRDE2194** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Florida's Sinkholes*  -->Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | According to the information in paragraph 1, why was Lake Jackson remarkable?  An arrow [ ] marks paragraph 1. |
| Correct Answer | 3 |
| Option 1 | It was a large recreation area. |
| Option 2 | It was the largest lake of its kind in Florida. |
| Option 3 | It disappeared into the aquifer four times. |
| Option 4 | It served as a home for rare marine species. |

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| **Question #** | **17** |
| **Kaplan QID** | **TRKT2195** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RKT |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | Which of the following best explains the term *sediment*? |
| Correct Answer | 2 |
| Option 1 | A substance that corrodes the shells of oysters, clams, and conchs |
| Option 2 | Debris that settles on the bottom of a body of water |
| Option 3 | A kind of limestone that results in the formation of bedrock |
| Option 4 | A shallow lake that contains warm water |

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| **Question #** | **18** |
| **Kaplan QID** | **TRRE2196** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | The word *it* in the passage refers to |
| Correct Answer | 2 |
| Option 1 | acid |
| Option 2 | groundwater |
| Option 3 | carbon dioxide |
| Option 4 | atmosphere |

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| **Question #** | **19** |
| **Kaplan QID** | **TRWM2197** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | The word *buttresses* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | breaks down |
| Option 2 | expands |
| Option 3 | digs into |
| Option 4 | supports |

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| **Question #** | **20** |
| **Kaplan QID** | **TRRF2198** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   -->This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | Why does the author mention *clay* in paragraph 3?   An arrow [ ] marks paragraph 3. |
| Correct Answer | 1 |
| Option 1 | To give an example of a material that causes overburdening |
| Option 2 | To help define the meaning of the term *sinkhole* |
| Option 3 | To explain why sinkholes can happen anywhere |
| Option 4 | To offer evidence that karst areas do not exist |

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| **Question #** | **21** |
| **Kaplan QID** | **TRWM2199** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | The word *indenture* in the passage is closest in meaning to |
| Correct Answer | 1 |
| Option 1 | depression |
| Option 2 | covering |
| Option 3 | fluid |
| Option 4 | dirt |

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| **Question #** | **22** |
| **Kaplan QID** | **TRDM2200** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RDM |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | Karst areas form because |
| Correct Answer | 4 |
| Option 1 | there are layers of soft rock under a layer of limestone |
| Option 2 | underground cavities in the bedrock become filled with limestone |
| Option 3 | limestone is compressed by the weight of the sediments above it |
| Option 4 | acidic water dissolves the limestone bedrock |

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| **Question #** | **23** |
| **Kaplan QID** | **TRDE2201** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | Why has the number of sinkholes increased over the last several decades? |
| Correct Answer | 2 |
| Option 1 | The Florida water table has risen dramatically. |
| Option 2 | Housing development has put increased demand on the water supply. |
| Option 3 | Human activity has resulted in the pollution of the underground aquifer. |
| Option 4 | The weight of increased housing development has put pressure on the fragile overburden. |

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| **Question #** | **24** |
| **Kaplan QID** | **TRIN2202** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | What can be inferred about the relation between sinkholes and lakes? |
| Correct Answer | 4 |
| Option 1 | Lakes are formed primarily from collapse sinkholes. |
| Option 2 | A sinkhole is more likely to grow if there is a lake nearby. |
| Option 3 | Lakes in karst areas have low levels of acidity. |
| Option 4 | Solution and subsidence sinkholes form shallow lakes. |

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| **Question #** | **25** |
| **Kaplan QID** | **TRMI2203** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RMI |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | According to the passage, sinkholes occur when |
| Correct Answer | 1 |
| Option 1 | a drop in the water table empties underground caves |
| Option 2 | changes in the water's salt content decrease the water's ability to support weight |
| Option 3 | there is a rapid change in the density of the overburden |
| Option 4 | carbonate sediment is cemented together, usually by the mineral calcite |

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| **Question #** | **26** |
| **Kaplan QID** | **TRII2204** |
| Passage ID (file name) | TRCO2193 |
| Question Type | Reading Comprehension |
| SkillCode | RII |
| Reading Passage | *Florida's Sinkholes*  Lake Jackson is an enormous lake in the northern part of the state of Florida popular with boaters, fishermen, and swimmers. In 1999, over the course of several days, the whole lake, including the fish and alligators, sank into the aquifer, the natural underground water reservoir. The lake has vanished in this way four times since 1907, and most likely many times before that as well. This bizarre event is the result of the state's peculiar geological structure.   Florida is perched on a thick layer of limestone - a bedrock created by millions of years of accumulating sediment. A shallow, tropical sea brimming with corals and shellfish such as oysters, clams, and conchs once covered the entire state. The exoskeletons of these animals are composed largely of calcium carbonate. When the animals die, the calcium carbonate dissolves into the seawater as the remnants of the skeletons sink to the ocean bottom. Limestone forms either by direct precipitation from water or by a carbonate sediment that is cemented together, usually by the mineral calcite. Bedrocks made of limestone are highly soluble in acid. Rainwater, when it combines with carbon dioxide in the atmosphere, can contain large amounts of carbonic acid. As it makes its way beneath the earth's surface, the acidic groundwater eats through the limestone bedrock and hollows out vast systems of underground caves. When these cavities are full of water, it buttresses the walls and ceiling and prevents collapse. However, if the water table drops, due to a drought for instance, then the absence of the supporting force of the water causes the ceiling to collapse. This collapse, called a sinkhole, can either cause a small, gradual dimple on the surface or can result in a sudden, drastic cave-in several meters deep. The speed with which the sinkhole forms depends on the size of the subsurface cavity and also on the weight and thickness of the overburden - the sediments that rest on top of the limestone bedrock.   This type of landscape is referred to as a "karst area." Florida is one of the largest karst areas in the world. Three general types of sinkholes can be found in Florida. The most prevalent type is known as a collapse sinkhole. Collapse sinkholes happen when the overburden is thick with soils and heavy clay, and are most often triggered by sudden changes in the water table. They form quickly and can be quite deep. If the water table rises, the collapsed sinkhole can fill with water and overflow like a spring. However, if the water table drops, it will remain dry and accumulate sediment and vegetation.   A second type is the solution sinkhole. If the overburden is thin or absent, the ceiling of the limestone cavity is gradually broken down by erosion from wind and surface water, exposing the bottom and sides of the bowl-shaped cavity.   The final type is the subsidence sinkhole, which forms where the overburden is thin. Small cavities and cracks occur in the limestone as it dissolves in water, and the soil from the overburden above gradually filters down into the cracks and fills them in. The surface drops as the soil is washed into the cracks below, and begins to look like a small indenture, usually only a meter or so in diameter and depth. This filling of the cracks with soil restricts the flow of water out of the bottom of the sinkhole, and the hole is able to retain water, often forming a lake, although subsidence sinkholes are not the only kind that leads to lake formation. The shape of the lake indicates its origin. Collapse sinkholes can create deep, circular lakes.   Sinkhole formation can lead to many problems for homeowners. Collapse sinkholes have been known to swallow entire houses. Suburban housing development aggravates the creation of sinkholes as it increases water usage and thus lowers the water table. It is estimated that the number of sinkholes resulting from human activity has doubled since the 1930s and has cost millions of dollars in damage. Despite their destructive potential, sinkholes nevertheless serve an important environmental purpose. Sinkholes also provide a conduit by which rainwater may permeate the surface and replenish the underground aquifer. |
| Stem / Prompt | Florida is one of the largest karst areas in the world. |
| Correct Answer | 246 |
| Option 1 | This results in the frequent vanishing of Lake Jackson and other lakes and has its origins in the excessive weight of the overburden. |
| Option 2 | There are three main types of sinkholes, which are classified according to how they form. |
| Option 3 | Limestone is formed by dissolved calcium carbonate precipitating out of seawater. |
| Option 4 | This unique geological character results in the frequent formation of sinkholes, and by extension, many of the state's lakes as well. |
| Option 5 | Subsidence sinkholes form gradually and often turn into lakes. |
| Option 6 | The limestone, when it comes in contact with rainwater, dissolves, leaving large water-filled cavities beneath the surface. |

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| **Question #** | **27** |
| **Kaplan QID** | **TRWM2205** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | The word *apocryphal* in the passage is closest in meaning to |
| Correct Answer | 4 |
| Option 1 | inappropriate |
| Option 2 | logical |
| Option 3 | historical |
| Option 4 | fictitious |

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| **Question #** | **28** |
| **Kaplan QID** | **TRRE2206** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RRE |
| Reading Passage | *The Great Boston Molasses Flood*  -->It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | The word *it* in paragraph 1 refers to the  An arrow [ ] marks paragraph 1. |
| Correct Answer | 4 |
| Option 1 | area |
| Option 2 | tar |
| Option 3 | neighborhood |
| Option 4 | event |

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| **Question #** | **29** |
| **Kaplan QID** | **TRDE2207** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Great Boston Molasses Flood*  -->It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   -->The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | According to the information in paragraphs 1 and 2, molasses was used in all of the following EXCEPT   An arrow [ ] marks paragraphs 1 and 2. |
| Correct Answer | 4 |
| Option 1 | liquor |
| Option 2 | candy |
| Option 3 | weapons |
| Option 4 | tar |

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| **Question #** | **30** |
| **Kaplan QID** | **TRPA2208** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RPA |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | Choose the sentence below that most closely represents the information in the highlighted sentence in the passage.  Answer choices that are wrong do not contain all the information that is in the highlighted sentence or change the meaning in an important way. |
| Correct Answer | 1 |
| Option 1 | The massive size of the tank reflected molasses' importance in the national and regional economy. |
| Option 2 | The tank's mammoth size proved that New England's industry was a major contributor to the American economy. |
| Option 3 | Molasses' importance to the national and regional economy at the time is contradicted by the size of the tank. |
| Option 4 | The huge size of the tank made the flood one of the biggest disasters in both the region and the nation. |

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| **Question #** | **31** |
| **Kaplan QID** | **TRDE2209** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   -->The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | According to the information in paragraph 2, molasses comes from  An arrow [ ] marks paragraph 2. |
| Correct Answer | 1 |
| Option 1 | sugar cane |
| Option 2 | alcohol |
| Option 3 | grain |
| Option 4 | petroleum |

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| **Question #** | **32** |
| **Kaplan QID** | **TRCO2210** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RCO |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. **~~+~~** It was also the key ingredient, when distilled, in rum. **~~+~~** In the early 20th century, the molasses economy was revived by demand from the munitions industry. **~~+~~** Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. **~~+~~** It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | This was a popular alcoholic beverage that Americans preferred to make themselves, rather than import from overseas. |
| Correct Answer | 2 |

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| **Question #** | **33** |
| **Kaplan QID** | **TRDE2211** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   -->This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | According to the information in paragraph 3, the main cause of the disaster was determined to be  An arrow [ ] marks paragraph 3. |
| Correct Answer | 3 |
| Option 1 | Prohibition |
| Option 2 | sabotage |
| Option 3 | poor construction |
| Option 4 | unseasonable heat |

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| **Question #** | **34** |
| **Kaplan QID** | **TRWM2212** |
| Passage ID (file name) | TRWM2055 |
| Question Type | Reading Comprehension |
| SkillCode | RWM |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   -->The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | The word *plausible* in paragraph 4 is closest in meaning to  An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | surprising |
| Option 2 | believable |
| Option 3 | common |
| Option 4 | sincere |

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| **Question #** | **35** |
| **Kaplan QID** | **TRRF2213** |
| Passage ID (file name) | TRWM2055 |
| Question Type | Reading Comprehension |
| SkillCode | RRF |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   -->The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | In paragraph 4, the author discusses the activities of anarchists in the United States in order to  An arrow [ ] marks paragraph 4. |
| Correct Answer | 2 |
| Option 1 | show that the anarchists were probably responsible for the disaster |
| Option 2 | provide the historical context for U.S.I.A.'s defense in the lawsuit |
| Option 3 | offer a sense of the political optimism in the United States at the time |
| Option 4 | demonstrate the absurdity of U.S.I.A.'s claims |

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| **Question #** | **36** |
| **Kaplan QID** | **TRIN2214** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | It can be inferred that molasses is |
| Correct Answer | 4 |
| Option 1 | an important part of New England's economy |
| Option 2 | still used for industrial purposes |
| Option 3 | imported to the United States |
| Option 4 | used less than it was in the past |

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| **Question #** | **37** |
| **Kaplan QID** | **TRIN2215** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RIN |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | What can be inferred about the judge's opinion about the incident? |
| Correct Answer | 3 |
| Option 1 | The accident was an unfortunate event that could not have been avoided. |
| Option 2 | The company should not have to pay for the damage caused by the tank. |
| Option 3 | The company should have known that the tank was inadequate. |
| Option 4 | The company was a victim of inaccurate information given to them about the tank. |

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| **Question #** | **38** |
| **Kaplan QID** | **TRDE2216** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RDE |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | According to the passage, all of the following were consequences of the disaster EXCEPT |
| Correct Answer | 4 |
| Option 1 | greater supervision of construction projects |
| Option 2 | the decline of the molasses industry |
| Option 3 | enforcement of rules on building standards |
| Option 4 | the end of problems with anarchists |

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| **Question #** | **39** |
| **Kaplan QID** | **TRDT2217** |
| Passage ID (file name) | TRWM2205 |
| Question Type | Reading Comprehension |
| SkillCode | RDT |
| Listening Stimulus | Before the U.S.I.A. case\_4After the U.S.I.A. case\_3 |
| Reading Passage | *The Great Boston Molasses Flood*  It may sound so absurd as to seem apocryphal, but for the victims of the Great Boston Molasses Flood of 1919, the disaster was all too real. On a warm January day, a massive molasses storage tank on the waterfront of Boston's densely populated North End burst, unleashing a nearly 30-foot wave of black sludge on the neighborhood. The flood left 21 people dead, an entire swath of the neighborhood in timbers, and an even larger area coated in a black tar that would take years to remove. As obscure as it is today, the event and its aftermath in many ways crystallized one of the more tumultuous periods in American history.   The very scale of the North End molasses tank - over 50 feet high and capable of holding over two million gallons - indicates just how significant a role molasses once played in the economy of the United States, and New England in particular. Throughout the 18th and 19th centuries the sweet syrup, a by-product of the process of turning sugar cane into sugar, was a commonly used cheaper alternative to sugar itself, in products ranging from sweets to baked goods. It was also the key ingredient, when distilled, in rum. In the early 20th century, the molasses economy was revived by demand from the munitions industry. Molasses was processed into industrial alcohol, which was used in the manufacture of bombs and artillery. It was the spike in demand occasioned by World War I that led U.S. Industrial Alcohol (U.S.IA.), one of the largest molasses processing companies in the country, to hastily build the huge North End tank in 1915.   This urgency in part accounts for what the Massachusetts Superior Court ultimately determined to be the cause of the disaster: the tank's shoddy construction. But another factor, also unique to the period, explains why the tank was pushed past its capacity: Prohibition. The "temperance movement" - a public campaign against the evils of alcohol abuse - had succeeded in passing the 18th Amendment to the United States Constitution, which banned alcohol, and distillers were eager to produce as much rum as possible before it went into effect. (The amendment was officially repealed in 1933.) The final impetus for the tank's eruption was supplied by timeless laws of physics: As the temperature on the unseasonably warm January day climbed past 40 degrees, the molasses began to ferment and expand, pushing the tank's flimsy steel walls past their breaking point.   The disaster led to one of the largest civil lawsuits in U.S. history; 119 separate claims were united in one class-action suit against U.S.I.A. Proclaiming its innocence, the company pointed to radical anarchists as the culprits. This claim may sound rather ridiculous today, but at the time it was quite plausible. World War I had ended, and worker discontent was rising. There emerged in the United States - as in Russia and Europe - a fringe of radical anarchists, some of whom did not shy away from the use of violence. The claims of the U.S.I.A. were bolstered by the fact that many of the activists were Italian immigrants and that the North End, a predominantly Italian neighborhood, was reputed to be a center for their activities. As the U.S.I.A. case proceeded, other incidents strengthened the case for sabotage, such as a series of anarchist assassination attempts on Boston city officials and a bombing on Wall Street in New York.   Ultimately, in light of compelling evidence and testimony presented by the plaintiffs, the judge determined that it was the tank's unsoundness, and not sabotage, that led to its rupture. The reward to the claimants was unprecedented in its size and the verdict would have far reaching consequences. Building codes in Boston and in cities around the country would be strengthened and more strictly enforced. The disaster also led Boston's large and growing Italian immigrant community to become more politically involved. Many felt that had they had more political influence, the tank never would have been built so close to their homes. Finally, while technological developments in the arms industry and the growing affordability of sugar played a large role, the flood and its aftermath in many ways was the beginning of the end for the molasses trade. |
| Stem / Prompt | Choose the phrases from the answer choices list and then match them to the period before or after the U.S.I.A. civil lawsuit. You will NOT use TWO of the answer choices. ***This question is worth 4 points***. |
| Correct Answer | 3456127 |
| Option 1 | Increased Italian-American political involvement in Boston |
| Option 2 | The repeal of Prohibition |
| Option 3 | The end of World War I |
| Option 4 | The building of a molasses storage tank in the North End of Boston |
| Option 5 | The use of molasses in industrial alcohol |
| Option 6 | The invention of building codes |
| Option 7 | Decreased use of molasses in weapons industry |
| Option 8 | The regulation of the price of sugar by the government |
| Option 9 | The evacuation of the North End |

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| **Question #** | **1** |
| **Kaplan QID** | **TSFE1558** |
| Passage ID (file name) | TSFE1558 |
| 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 | If one of your childhood friends returned to your hometown after a long absence, what are some of the biggest differences your friend would find? Give details and examples to support your explanation. |

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| **Question #** | **2** |
| **Kaplan QID** | **TSOP1388** |
| Passage ID (file name) | TSOP1388 |
| Question Type | Speaking |
| SkillCode | SOP |
| Listening Stimulus | **Narrator:** Number Two. For this task, you will be asked to speak about a topic that is familiar to you. You will hear a question. You will then have 15 seconds to prepare your response and 45 seconds to speak. |
| Stem / Prompt | Some people make decisions quickly, based on instinct. Other people prefer to take their time, and consider each decision carefully. Which approach do you follow, and why? Give details and examples to support your choice. |

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| **Question #** | **3** |
| **Kaplan QID** | **TSSS1572** |
| Passage ID (file name) | TSSS1572 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to two students as they discuss the decision.   **Female Student:** I can't believe they're going to tear down one of the oldest and most beautiful buildings on campus!   **Male Student:** Yeah, I know, it's a shame. But on the other hand, the university does need a new media center....   **Female Student:** Hmmm. I'm not convinced the university does need a new media center. After all, Pacific University isn't really the place to go to study media development - there are many other much better schools for that.   **Male Student:** Well, I think that's the problem the school is trying to address - they want to become stronger in that area, and to do that, they need to have modern facilities. Without the new media center, they won't be able to attract top-rated faculty to teach; and without good faculty, there won't be good students.   **Female Student:** Maybe that's true, but still... I don't understand why they have to tear down Tiffany Hall to do it. Weren't there any alternatives?   **Male Student:** From what I've read, no, there really weren't. The campus is pretty built-up now as it is. The only way to build something new is to tear something down, or add to an existing building. I guess in the end, the most efficient solution was to tear down Tiffany Hall and build a new building.   **Female Student:** It might be more efficient, but I think it's sad. And I'm not convinced that it's necessary. I think the university should spend the money on improving the facilities we already have. I mean, the Arts and Sciences building for example - it's falling apart! Why don't they fix that up? They're going to spend all this money to attract new students with a new building - for a program that's not even in the top fifty nationally - but they won't spend the money to fix things up for their core student base? What's up with that?   **Male Student:** No, you're right about that - they need to fix up the buildings they already have. But... well, there's nothing we can do about it. So let's go buy a couple of Tiffany Hall bricks as souvenirs! |
| Reading Passage | **Media Center to Replace Tiffany Hall**  The board of trustees voted unanimously last night to award a contract to Anderson Construction for the demolition of historic Tiffany Hall and the subsequent construction of a new media center in its place. The new media center will provide students with access to computers and equipment to make and edit student videos and audio programs, create advanced computer graphics and animation, and develop Internet sites. A statement from the board said the media center "is a necessary addition that will give Pacific University a competitive edge." The board considered purchasing property adjacent to Tiffany Hall for the project but deemed the price prohibitive and opted instead to demolish the dilapidated Tiffany Hall. Tiffany Hall was built in 1890, and was among the first buildings on the university campus. The bricks from Tiffany Hall will be offered for sale to the public to help raise additional funds for the project. |
| Stem / Prompt | The man expresses his opinion about the board's decision. State his opinion and explain the reasons he gives for holding that opinion. |
| Option 1 | **Narrator:** Number Three. For this task, you will read a short text and then listen to a dialogue about the same topic. You will hear a question about what you have read and heard. You will then have 30 seconds to prepare your response and 60 seconds to speak.     **Narrator:** Pacific University has decided to erect a new building on campus. Read the notice about the project in the school newspaper. |

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| **Question #** | **4** |
| **Kaplan QID** | **TSSS1567** |
| Passage ID (file name) | TSSS1567 |
| Question Type | Speaking |
| SkillCode | SSS |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on this topic in a humanities class.   **Professor (female):** So, we've been learning how ancient people were able to maintain and pass on their cultures through the use of mnemonics. One of the oldest systems of mnemonics still in use today is the imagery of the constellations. The signs of the Zodiac were actually devices to help people remember the path of the sun, planets, and stars.   Ancient civilizations looked at the sky and saw pictures of animals and mythic figures. They were able to remember the movements of the stars and planets by recalling the images they had created.   However, in today's world of computers and the Internet, the "Art of Memory" is not the primary way of storing knowledge, as it once was. But the human mind still has the ability to use that skill. We actually use this system of memory more than you might think. When we meet someone for the first time, we often play little games with ourselves to remember the name. For example, you might think of a word that rhymes with the person's name. Mnemonics is simply a way of marking information as we put it into our brains so that we can retrieve it quickly when we need it. We do this by making associations between things, using mental imagery or emotional connections, or other means. When music students learn to read music, they remember the names of the spaces on the treble clef by remembering the word "face" for the notes F, A, C, and E. Students learn the colors of the rainbow by remembering the name "Roy G. Biv" for red, orange yellow, green, blue, indigo, and violet. We really do use mnemonics all the time. |
| Reading Passage | **Mnemonics**  For most of human history, ancient people taught their young, conducted business, and recorded their history without the benefit of written language. They did this by developing strong memories and keeping what they learned in their minds rather than on paper. By today's standards, their command of facts and knowledge would make them seem like prodigies; however, it was not genius, but training that gave them such powerful minds. The wonderful science of memory called *mnemonics* (pronounced neh-MON-iks) was developed and taught to children at an early age. Once these children learned how to use mnemonics, they were taught about the art, literature, and laws of the culture. Thus all the information about the culture was contained in the memory of the people. |
| Stem / Prompt | The professor describes the system of mnemonics. Using information and examples from the lecture and the passage, explain how mnemonics was used in ancient civilizations, and how it might be used today. |
| Option 1 | **Narrator:** Number Four. For this task, you will read a short text and then hear a talk about the same topic. You will hear a question about what you have read and heard. After you hear the question, you will then have 30 seconds to prepare your response and 60 seconds to speak.     **Narrator:** Now read the passage about human memory. You have 45 seconds to read the passage. Begin reading now. |

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| **Question #** | **5** |
| **Kaplan QID** | **TSSO1373** |
| Passage ID (file name) | TSSO1373 |
| Question Type | Speaking |
| SkillCode | SSO |
| Listening Stimulus | **Narrator:** Number Five. For this task, you will listen to a dialogue. You will hear a question about it. You will then have 20 seconds to prepare your response and 60 seconds to speak.   **Narrator:** Now listen to a dialogue between two students.   **Female Student:** Hey, Scott. Want to see a movie tomorrow night?   **Male Student:** Sorry, Sharon. I'd love to, but I can't. I'm going to a meeting about the study-abroad program.   **Female Student:** The study-abroad program? I didn't think pre-med students could participate in that. I mean, you have so many graduation requirements to fulfill, so many prerequisites.   **Male Student:** Yeah, but I've been looking into it. The problem seems to be that my medical school application can only include American letter grades. If I take a chemistry class in Spain, for example, my grade will be a number, so it won't be counted in my average. So my advisor says I could take all my electives while I'm abroad. You know, foreign language, literature, history. Stuff like that.   **Female Student:** Okay, but studying abroad is a switch - I thought you were taking the editor position on the student medical journal next semester. What happened to that plan? I thought that was all settled.   **Male Student:** They offered it to me, but I'm still thinking about it. I really can't decide. It's true that the editor job would look good on my record, but then so would a year abroad....   **Female Student:** Maybe, but what about money? Isn't the study abroad program expensive?   **Male Student:** Actually, it's not that bad. And I can use my student loans to help cover the costs. Unfortunately, though, I wouldn't be allowed to work - you know, to earn wages. But maybe I could get an unpaid internship at a local hospital. That would look nice on my resume, wouldn't it?   **Female Student:** Hmmm. Maybe. But I think being the editor of the student medical journal would be a better bet. I mean, what if you go abroad and can't get an internship?   **Male Student:** Good point.   **Female Student:** I think if you want to do something that furthers your career goals, you should go for the student medical journal editing job. But if you want to have fun and see the world, you should do the study-abroad program.   **Male Student:** Well, I have until next Monday to decide about the editing job. I'll go to the meeting about studying overseas first, and then see what my options are. |
| Stem / Prompt | The students discuss a decision the man might have to make about his future. Describe his options. Then state which one you think the man should make and explain why you think so. |

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| **Question #** | **6** |
| **Kaplan QID** | **TSSI1386** |
| Passage ID (file name) | TSSI1386 |
| 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 art history class.   **Professor (male):** What's today known as "conceptual art" is a movement that first emerged in North America in the 1960s, and eventually spread around the world. Conceptual art is also called "idea art" because of the importance it puts on the idea or the concept behind the art, rather than on the finished product itself.   Conceptual artists will often use pieces of text taken from instruction manuals, bits of newspapers, signs - almost anything with words on it, really - and combine them to explain what their idea is about. Some artists also use photographs and videos to help explain their ideas. Often, so much work goes into assembling the bits of text and the photographs to explain a piece of art, that the art piece itself is never actually produced. The explanation, in a sense, becomes the art.   What gave rise to the conceptual art movement was the fact that many artists - particularly in the 1960s - they believed that it was somehow unethical to make art that was marketable...that was profitable or successful commercially. What mattered to these artists most was conveying their ideas to an audience. Everything else - even being recognized as a talented artist - was secondary.   But don't think that conceptual art is a movement that only thrived in the sixties. The movement is still very much alive - and in fact, there are even several museums devoted solely to conceptual art. There is, as you might imagine, a lot of controversy surrounding conceptual art. Its critics say that it's boring...that it pretends to be more important than it really is. And maybe there's some truth to that. But other people credit the movement with reducing the importance of commercialism and for paving the way for installation art, performance art, and other art forms that can be directly experienced by viewers.   In the end, you can love it or you can hate it, but you can't deny that it has helped to radically change the notion of what art is, and shaped how we as viewers, as an audience, react to it. |
| Stem / Prompt | Using points and examples from the talk, describe the main elements of the conceptual art movement and explain the various attitudes towards this movement. |

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| **Question #** | **1** |
| **Kaplan QID** | **TWSC2127** |
| Passage ID (file name) | TWSC2127 |
| Question Type | Writing |
| SkillCode | WSC |
| Listening Stimulus | **Narrator:** Now listen to part of a talk on the topic you just read about.  **Professor (male):** From the beginning of the development of Modern Art, technology has had a major influence on painting. Let me cite just one example, Marcel Duchamp's *Nude Descending a Staircase, Number Two*. This painting was completed in nineteen-twelve. Like the title suggests, it was meant to depict a nude going down some stairs. At the time it caused quite a stir: it was too abstract, it tried to capture motion, it broke traditional conceptions of how an artist should paint a nude figure. What do you think caused Duchamp to paint this way?  Let's remember what the world was like in nineteen-twelve. Many people had moved from farms to working in factories. Cars, trains, and planes-new technologies of those days - were shortening the time it took to travel. The fantastic new medium of film depicted scenes from modern life - people leaving a factory, rushing trains - not as static representations on canvas, but in real time, in motion!  Do you think all this influenced painting? How could it not? Critics traditionally say that Duchamp's painting of a nude walking down a flight of stairs fused the artistic movements of its day - Cubism, Futurism, and all that. What I'm trying to say is that Duchamp was more strongly influenced by things outside the art world. This exciting world of technology, of film, of automobiles - this is what Duchamp was responding to when he painted his nude. His painting united so many things: the birth of cinema, the redefinitions of time and space by trains and cars. It's a marvelous snapshot of the world as it existed at the time, a world transformed by technology. |
| Reading Passage | In 1912, French artist Marcel Duchamp caused a sensation when he painted *Nude Descending a Staircase, No. 2*. This painting shows a very abstract rendering of a human figure in motion. The subject in the painting is almost unrecognizable because Duchamp has reduced the human figure to a series of abstract lines and shaded planes. Variations of the figure are repeated several times in a diagonal pattern from the top left to the bottom right of the canvas, suggesting the figure's positions on the staircase at different points in time, and creating a rhythmic sense of motion.  Duchamp's painting brought together two popular painting styles of the time: Cubism and Futurism. His attempt to depict the progression of time showed the influence of Futurism, which concentrated on capturing the dynamism and movement of modern life. But Duchamp's painting was revolutionary because it combined this with the Cubist deconstruction of form made famous by Picasso. His painting, therefore, not only synthesized Futurist and Cubist art styles, it expanded beyond them.  But it was Duchamp's subject matter that caused even more of a stir. Duchamp's painting did not portray the nude in the classical reclining or standing positions. It depicted a fractured, deconstructed nude walking down a flight of stairs. This was considered unthinkable. Critics accused Duchamp of "[destroying] the nude as a traditional subject matter of painting."  In the end, Duchamp's inspired techniques for depicting motion heralded a move into something almost unheard of in its day: abstract painting. He introduced the idea that art can be about ideas instead of just worldly things, a pioneering insight that would resonate with later generations of artists. |
| Stem / Prompt | Summarize the points made in the talk you just heard, explaining both the similarities and differences between the professor's views and the views expressed in the reading. |
| Sample Response | The lecture suggests that in the beginning, the development of the artistic aesthetic known as Modern Art was profoundly influenced by outside developments in technology of the first part of the 20th century. An example of these influences is the analysis of Marcel Duchamp's Nude *Descending a Staircase*. The reading uses Duchamp's painting as an example of how the contemporary styles at that time, Cubism, which was made famous at the time by Picasso, and Futurism, which was about capturing the dynamics of motion and movement in modern life, acted as a bridge for Duchamp to precede the abstract painting movement in the 1940's. Both the reading and the lecture agree that Duchamp's depiction of the nude figure was revolutionary and assailed by art critics. By breaking down the figure to just lines and shades repeated over the canvas, the lecture reiterates that Duchamp was depicting motion as a reaction to the advances that were happening technologically at the time with automobiles and motion pictures. The reading suggests that Duchamp's work was more of a reaction on his part to what was typified in the past by painting the figure. Duchamp reduced the figure to an idea and gave the work a sense of motion using repetition instead of depicting the figure as a static representation. |

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| **Question #** | **2** |
| **Kaplan QID** | **TWOP2128** |
| Passage ID (file name) | TWOP2128 |
| Question Type | Writing |
| SkillCode | WOP |
| Stem / Prompt | Do you agree or disagree with the following statement?  Being honest is always the best policy in life, so you should never tell a lie.  Use specific reasons and examples to support your answer. |
| Sample Response | "Honesty is the best policy" is one of those sayings that is universally recognized and encouraged. This phrase signifies the importance of being a moral and truthful person.   I think that there are some kinds of dishonesty, like telling white lies, which are a specific kind of dishonesty. White lies are told to make someone feel good, not to be deceitful. When you tell a white lie, the purpose is not to help yourself at all. Other kinds of lies are told to protect yourself or make yourself look better than you are. Lies like these can involve deceit.   Being deceitful in a situation might be beneficial for you in the short term, but it will prove to be complicated later on because you’re always trying to hide or cover up the actual facts of the matter. It always is easier if you just started with the truth. Honesty is one of the most important and admirable characteristics that a person can have.   An example of why honesty is the best option in life is thinking about how you would like to be treated by someone else in a friendship or relationship. If your friend or partner is primarily lying or being deceitful, then the benefits of being in that relationship seems limited. Your trust in that person would be diminished, and your attention to that person’s needs wouldn’t be as great because of your uncertainty in what to believe or not to believe when you are dealing with that person. Conversely, if it is you that is being deceitful, then the chances of your friend or partner enjoying your company will be minute. And their trust in what you have to say will be less significant.   If you are honest with your friend or partner, and they are honest and forthright with you, the trust shall form a mutual bond that will prove to be invaluable to both of you. |