|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING COMPREHENSION TEST** | | | |
| **PART A**  Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conver ations and que tions will not be repeated. After you hear a question, read the four possible answers in your book and choose the best answer.  Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. | | | |
| **NO** | **QUESTIONS** | **ANSWER** | **SCRIPT** |
| 1 | (A) Car repairs should be done at a garage.  (B) The price was not too high.  (C) The garage took advantage of the woman.  (D) The car had serious problems. | B | F1: You'd better take the car to the garage from now on. They charged me seventy-five dollars for a few minor repairs.  M1: That's not too bad.  **Narrator: What does the man mean?** |
| 2 | (A) Have a party.  (B) Attend the International Students' Association.  (C) Go to work.  (D) Get some rest. | C | M1: 1The International Students' Association is having a party Saturday night. Can you come or do you have to work at the hospital?  F1: I wish I could.  **Narrator: What will the woman probably do?** |
| 3 | (A) Leave immediately.  (B) Watch the game on TV.  (C) Start to play.  (D) Eat a sandwich | A | F1: I think that the game starts at eight.  M1: Good. We have just enough time to get there.  **Narrator: What will the speakers probably do?** |
| 4 | (A) He went to see the foreign student advisor.  (B) He went to Washington.  (C) He wrote to the Passport Office.  (D) He reported it to the Passport Office. | A | F1: What did you do after you lost your passport?  M1: I went to see the foreign student advisor, and he reported it to the Passport Office in Washington.  **Narrator: What did the man do after he lost his passport?** |
| 5 | (A) It is the policy of the bank.  (B) The man was not helpful at all.  (C) Her account at the bank is in order.  (D) The check should be cashed. | B | M1: If you don't have an account here, I can't cash your check. I'm sorry, but that's the way it is.  F1: Well, thanks a lot! You're a big help!  **Narrator: What does the woman mean?** |
| 6 | (A) Ask Dr. Tyler to clarify the assignment.  (B) Show a preliminary version to Dr. Tyler.  (C) Let her see the fi rst draft before Dr. Tyler sees it.  (D) Talk to some of the other students in Dr. Tyler's class. | B | M1: I'm not sure what Dr. Tyler wants us to do.  F1: If I were you, I'd write a rough draft and ask Dr. Tyler to look at it.  **Narrator: What does the woman suggest the man do?** |
| 7 | (A) Dr. Clark is a good teacher.  (B) Statistics is a boring class.  (C) Two semester of statistics are required.  (D) The students do not like Dr. Clark. | D | M1: Dr. Clark is the only one teaching statistics this term.  F1: You mean we have to put up with her for another semester?  **Narrator: What does the woman mean?** |
| 8 | (A) He cannot do them.  (B) They are finished.  (C) It will be a difficult job.  (D) They will be ready Saturday afternoon. | D | M1: Do you think that you can have these shirts finished by Friday morning?  F1: I'm sorry. I couldn't possibly get them done by then. Saturday afternoon would be the earliest that you could have them.  **Narrator: What does the woman say about the shirts?** |
| 9 | (A) A concert.  (B) An art museum.  (C) A flower shop.  (D) A restaurant. | D | F1: The music and the flowers are lovely.  M1: Yes. I hope that the food is good.  **Narrator: What kind of place are the speakers probably talking about?** |
| 10 | (A) He is at lunch.  (B) He is at the office.  (C) He is in class.  (D) He is at home. | C | M1: Hello, Anne. This is Larry at the office. Is Fred at home?  F1: No, Larry, He's in class now. He'll be home for lunch though.  **Narrator: What do we know about Fred?** |
| 11 | (A) Take the ten o'clock bus.  (B) Come back in five minutes.  (C) Go to New York another day.  (D) Call the airport. | A | M1: When does the next bus leave for New York?  F1: Buses leave for New York every half-hour. You just missed the nine-thirty bus by five minutes.  **Narrator: What will the man probably do?** |
| 12 | (A) A teacher.  (B) A textbook.  (C) An assignment.  (D) A movie. | C | F1: Did we have an assignment for Monday? I don't have anything written down.  M1: Nothing to read in the textbook, but we have to see a movie and write a paragraph about it.  **Narrator: What are the speaker di cussing?** |
| 13 | (A) Make corrections on the original.  (B) Make copies.  (C) Deliver the copies to Mr. Brown.  (D) Find the original. | A | M1: Make thirty copies for me and twenty copies for Mr. Brown.  F1: As soon as I make the final corrections on the original.  **Narrator: What is the woman probably going to do?** |
| 14 | (A) She wa Sally Harrison's cousin.  (B) She was Sally Harrison's sister.  (C) She was Sally Harrison's friend.  (D) She was Sally Harrison. | B | M1: Excuse me. Are you Sally Harrison's sister?  F1: No, I'm not. I'm her cousin.  **Narrator: What had the man assumed about the woman?** |
| 15 | (A) The desk drawer won't open.  (B) The pen is out of ink.  (C) She cannot find her pen.  (D) She is angry with the man. | C | F1: I can't find my pen. It was right here on the desk yesterday and now it's gone. Have you seen it?  M1: Yes. I put it in the desk drawer.  **Narrator: What is the woman's problem?** |
| 16 | (A) John is usually late.  (B) John will be there at eight-thirty.  (C) John will not show up.  (D) John is usuaJJy on time. | A | F1: When is John corning?  M1: Well, he said he'd be here at eight-thirty, but if I know him, it will be at least nine o' clock.  **Narrator: What does the man imply about John?** |
| 17 | (A) She does not agree with the man.  (B) She needs a larger home.  (C) She regrets the cost of their vacation.  (D) She thinks that houses are very  expensive. | C | M1: I suppose we should look for a bigger house, but I don't see how we can afford one right now.  W1: If only we hadn't spent so much money on our vacation this year.  **Narrator: What does the woman mean?** |
| 18 | (A) He did not make a presentation.  (B) He got confused during the presentation  (C) He should have spoken more loudly.  (D) He did a very complete job. | B | M1: Did you see Jack's presentation?  F1: Yes. What happened? He didn't seem to know up from down.  **What does the woman imply about Jack?** |
| 19 | (A) He has decided not to mail the invitations.  (B) He wants to get Janet's opinion.  (C) He is waiting for Janet to answer the phone.  (D) He does not want to invite Janet. | B | F1: Shall I send out the invitations?  M1: Let's hold off on that until I can talk to Janet.  **Narrator: What does the man mean?** |
| 20 | (A) The baby is asleep.  (B) The baby is very active.  (C) The baby is not staying with the woman.  (D) The baby is just about to start walking. | B | M1: How's the baby? Is she walking yet?  F1: Oh, yes. I can't keep up with her!  **Narrator: What does the woman mean?** |
| 21 | (A) The results of the tests are not available.  (B) The experiment had unexpected results.  (C) He ha not completed the experiment yet.  (D) It is taking a lot of time to do the experiment. | B | F1: How is your experiment corning along?  M1: It's finished, but it didn't turn out quite like I thought it would.  **Narrator: What does the man mean?** |
| 22 | (A) She does not put much effort in her studies.  (B) She is very likable.  (C) She prefers talking to the woman.  (D) She has a telephone. | A | F1: Barbara sure likes to talk on the phone.  M1: If only she liked her classes as well!  **Narrator: What does the man imply about Barbara?** |
| 23 | (A) See the doctor.  (B) Get another job.  (C) Go to the counter.  (D) Buy some medicine. | D | F1: My allergies are really bothering me. I guess I'll have to go to the doctor.  M1: If I were you, I'd try some over-the-counter medications first. They usually do the job.  **Narrator: What does the man suggest the woman do?** |
| 24 | (A) She will try her best.  (B) She has to save her money.  (C) She is sti ll undecided.  (D) She need an application. | A | M1: What did you decide about the scholarship? Did you fill out the application?  F1: I'm going to give it all I've got.  **Narrator: What does the woman mean?** |
| 25 | (A) She is glad to meet Robert.  (B) She is surprised to hear from Robert.  (C) She does not enjoy talking with Robert.  (D) She was ready to call Robert. | D | M1: Hello, Anne. This is Robert.  F1: Oh, hi, Robert. I was just about to call you.  **Narrator: What does the woman mean?** |
| 26 | (A) The man must stop working.  (B) There is a little more time.  (C) The test is important.  (D) It is time for the test. | A | M1: Could I have a few more minutes to finish?  F1: I'm afraid not. It's a timed test.  **Narrator: What does the woman mean?** |
| 27 | (A) The woman's roommate took a different class.  (B) The book is very expensive.  (C) The textbook may have been changed.  (D) The course is not offered this semester. | C | F1: The best part is I can use my roommate's book.  M1: I'm not so sure about that. I think they're using a different book this semester.  **Narrator: What does the man imply?** |
| 28 | (A) Sally may get a bike for Christmas.  (B) Sally already has a bike like that one.  (C) Sally likes riding a bike.  (D) Sally may prefer a different gift. | D | M1: I'm going to get Sally a bike for Christmas.  F1: Are you sure she'd like one?  **Narrator: What does the woman imply?** |
| 29 | (A) He does not want to give Carol a ride.  (B) He does not have a car.  (C) He cannot hear well.  (D) He does not know Carol. | A | F1: Carol needs a ride downtown, and I said you'd take her.  M1: Oh no. Please say you didn't!  **Narrator: What can be inferred about the man?** |
| 30 | (A) Take a break.  (B) Go to work.  (C) Do the other problems.  (D) Keep trying. | A | M1: I just can't get the answer to this problem. I've been working on it for three hours.  F1: Maybe you should get some rest and try it again later.  **Narrator: What does the woman suggest that the man do?** |
| **PART B**  Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.  After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.  Remember, you are not allowed to take notes or write on your test pages. | | | |
| 31 | (A) Whether to introduce the metric system in the United States.  (B) How the metric system should be introduced in the United States.  (C) Which system is better-the English system or the metric system.  (D) How to convert measurements from the English system to the metric system. | B | **Questions 31 – 34. Listen to a class discussion**  **Baker:** It seems to me that the question is not whether the metric system should be introduced in the United States, but rather, how it should be introduced.  **Woman:** I think that it should be done gradually to give everyone enough time to adjust.  **Man:** Yes. Perhaps we could even have two systems for a while. I mean, we could keep the English system and use metrics as an optional system.  **Woman:** That's what they seem to be doing. When you go to the grocery store, look at the labels on the cans and packages. They are marked in both ounces and grams.  **Man:** Right. I've noticed that too. And the weather reporters on radio and TV give the temperature readings in both degrees Fahrenheit and degrees Celsius now.  **Woman:** Some road signs have the distances marked in both miles and kilometers, especially on the interstate highways. What do you think, Professor Baker?  **Baker:** Well, I agree that a gradual adoption is better for those of us who have already been exposed to the English system of measurement. But I would favor teaching only metrics in the elementary schools.  **Man:** I see your point. It might be confusing to introduce two systems at the same time.  **Narrator:**  31. What is the topic under discussion?  32. What changes in measurement in the United States have the students observed?  33. What was Professor Baker's opinion?  34. Which word best describes Professor Baker's attitude toward his students? |
| 32 | (A) Now the weather on radio and TV is reported exclusively in metrics.  (B) Road signs have miles marked on them, but not kilometers.  (C) Both the English system and the metric system are being used on signs, packages, and weather reports.  (D) Grocery stores use only metrics for their packaging. | C |
| 33 | (A) He thought that a gradual adoption would be better for everyone.  (B) He thought that only metrics should be used.  (C) He thought that only the English system should be used.  (D) He thought that adults should use both systems, but that children should be taught only the metric system. | D |
| 34 | (A) Unfriendly.  (B) Patronizing.  (C) Uninterested.  (D) Cooperative. | D |
| 35 | (A) To change his travel plans.  (B) To arrange a time to pick up his tickets.  (C) To reserve a hotel room.  (D ) To make a plane reservation. | D | **Questions 35-38. Listen to a telephone call to a travel agent.**  **Man:** Hi. This is Roger Jackson. I'm calling to make a reservation for a flight from Houston to Atlanta.  **Woman:** Yes, Mr. Jackson. And what day would you like to travel?  **Man:** Oh, not until next month. I want to leave on May 15th and return on May 19th. I thought maybe if I called in advance I could get a better fare.  **Woman:** Yes, you can. But if you stay over Saturday night and return on Sunday, May 20th, the ticket will be even cheaper.  **Man:** Really? How much cheaper?  Woman: Almost fifty dollars.  **Man:** Hmm. but I would have an extra night in a hotel. No. That's okay. I'll just keep it for May 19th.  **Woman:** All right. Do you have a seating preference?  **Man:** I'd rather have a window eat.  **Woman:** Good. There is one available. And do you want me to mail these tickets or will you pick them up?  **Man:** I'll pick them up. When can I have them?  **Woman:** Any time after two o' clock.  **Man:** Great!  Narrator:  35. What is the main purpose of the telephone call?  36. What does the woman suggest?  37. What does the man decide to do?  38. What will the man probably do? |
| 36 | (A) The man can save money by staying an extra night.  (B) The man should have called earlier.  (C) She needs the man to come into the office.  (D) She will mail the tickets to the man. | A |
| 37 | (A) Travel on May 19 as planned.  (B) Wait for a cheaper fare.  (C) Stay an extra day in Atlanta.  (D ) Return on Sunday. | A |
| 38 | (A) Go back to his hotel.  (B) Pack his suitcase.  (C) Call a different travel agent.  (D) Go to the travel agent's office in the  afternoon | D |
| **PART C**  **Directions:** In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and questions will not be repeated.  After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.  [Remember, you are not allowed to take notes or write on your test pages.] | | | |
| 39 | (A) Private industry.  (B) Advances in medicine.  (C) Space missions.  (D) Technological developments. | D | **Questions 39-42. Listen to "Breakthroughs in Science," a weekly radio program.**  Since the National Aeronautical and Space Administration was established in 1961, NASA has been engaged in an extensive research effort, which, in cooperation with private industry, has transferred technology to the international marketplace. Hundreds of everyday products can be traced back to the space mission, including cordless electrical tools, airtight food packaging, water purification systems, and even scratch coating for eye glasses.  In addition, may advances in medical technology can be traced back to NASA laboratories. First used to detect flaws in spacecraft, ultrasound is now standard equipment in almost every hospital for diagnosis and assessment of injuries and disease; equipment first used by NASA to transmit images from space to Earth is used to assist in cardiac imaging, and lasers first used to test satellites are now used in surgical procedures. Under-the-skin implants for the continuous infusion of drugs, and small pacemakers to regulate the heart were originally designed to monitor the physical condition of astronauts in space.  Finally, with the help of images that were obtained during space missions, and NASA technology, archaeologists have been able to explore the Earth. Cities lost under desert sands have been located and rediscovered, and the sea floor has been mapped using photographs from outer space.  Narrator:  39. What is the talk mainly about?  40. Which of the products listed are NOT mentioned as part of the technology development for space missions?  41. According to the speaker, why did NASA develop medical equipment?  42. Why does the speaker mention archaeology? |
| 40 | (A) Contact lenses.  (B) Cordless tools.  (C) Food packaging.  (0) Ultrasound. | A |
| 41 | (A) To monitor the condition of astronauts in spacecraft.  (B) To evaluate candidates who wanted to join the space program.  (C) To check the health of astronauts when they returned from space.  (D) To test spacecraft and equipment for imperfections. | D |
| 42 | (A) Archaeologists and astronauts were compared.  (B) Astronauts made photographs of the Earth later used by archaeologists.  (C) Archaeologists have used advances in medical technology developed for astronauts.  (D) Space missions and underwater missions are very similar. | B |
| 43 | (A) Transportation on the Pacific Coast.  (B) History of California.  (C) Orientation to San Francisco.  (D) Specifications of the Golden Gate Bridge. | C | **Questions 43-46. Listen to a talk by a tour guide on a bus.**  The first permanent settlement was made at this site in 1776, when a Spanish military post was established on the end of that peninsula. During the same year, some Franciscan Fathers founded the Mission San Francisco de As is on a hill above the post. A trail was cleared from the military post to the mission, and about halfway between the two, a station was established for travelers called Yerba Buena, which means "good herbs."  For thirteen years the village had fewer than one hundred inhabitants. But in 1848, with the discovery of gold, the population grew to ten thousand. That same year, the name was changed from Yerba Buena to San Francisco.  By 1862, telegraph communications linked San Francisco with eastern cities, and by 1869, the first transcontinental railroad connected the Pacific coast with the Atlantic seaboard. Today San Francisco has a population of almost three million. It is the financial center of the West, and serves as the terminus for trans-Pacific steamship lines and air traffic. The port of San Francisco, which is almost eighteen miles long, handles between five and six million tons of cargo annually.  And now, if you will look to your right, you should just be able to see the Golden Gate Bridge. The bridge, which is more than one mile long, spans the harbor from San Francisco to Marin County and the Redwood Highway. It was completed in 1937 at a cost of thirty-two million dollars and is still one of the largest suspension bridges in the world.  **Narrator:**  43. What is the main purpose of this talk?  44. According to the tour guide, what was the settlement called before it was renamed San Francisco?  45. According to the tour guide, what happened in 1848?  46. How long is the Golden Gate Bridge? |
| 44 | (A) Golden Gate.  (B) San Francisco de Asis Mission.  (C) Military Post Seventy-six.  (0) Yerba Buena. | D |
| 45 | (A) Gold was discovered.  (B) The Transcontinental Railroad was completed.  (C) The Golden Gate Bridge was constructed.  (D) Telegraph communications were established with the East | A |
| 46 | (A) Eighteen mjles.  (B) 938 feet.  (C) One mile.  (D) Between five and six mjles. | C |
| 47 | (A) The term "essay."  (B) Prose writing.  (C) Personal viewpoint.  (D) Brainstorming. | A | **Questions 47-50. Listen to a talk by a college instructor in an English class.**  So many different kinds of writing have been called essays, it is difficult to define exactly what an essay is. Perhaps the best way is to point out four characteristics that are true of most essays. First, an essay is about one topic. It does not start with one subject and digress to another and another. Second, although a few essays are long enough to be considered a small book, most essays are short. Five hundred words is the most common length for an essay. Third, an essay is written in prose, not poetry. True, Alexander Pope did call two of his poems essays, but that word is part of a title, and after all, the "Essay on Man" and the "Essay on Criticism" really are not essays at all. They are long poems. Fourth, and probably most important, an essay is personal. It is the work of one person whose purpose is to share a thought, idea, or point of view. Let me also take here that since an essay is always persona, the term "personal essay" is redundant. Now, taking into consideration all of these characteristics, perhaps we can now define an essay as a short, prose composition with a personal viewpoint that discusses one topic. With that in mind, let's brainstorm some topics for your first essay assignment.  Narrator:  47. What is the instructor defining?  48. What is the main point of the talk?  49. According to the talk, which of the characteristics are NOT true of an essay?  50. What will the students probably do as an assignment? |
| 48 | (A) The work of Alexander Pope.  (B) The dffference between prose and poetry.  (C) The general characteristics of essays.  (D) The reason that the phrase "personal essay" is redundant | C |
| 49 | (A) It is usually short.  (B) It can be either prose or poetry.  (C) It expresses a personal point of view.  (D) It discusses one topic. | B |
| 50 | (A) They will prepare for a quiz.  (B) They will write their first essay.  (C) They will read works by Pope.  (D) They will review their notes. | B |

|  |  |  |  |
| --- | --- | --- | --- |
| **STRUCTURE AND WRITTEN EXPRESSION** | | | |
| This section tests your ability to recognize grammar and usage suitable for standard written English. This section is divided into two parts, each with its own directions.  In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases (A), (B), (C) and (D). You will choose the one word or phrase that best completes the sentence. Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.  The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase with (A), (B), (C) and (D) that must be changed for the sentence to be correct. Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented. | | | |
| **PART A** | | | |
| **NO** | **QUESTIONS** | **ANSWER** | **EXPLANATION** |
| 1 | Weathering \_\_\_\_\_\_\_\_\_\_\_ the action whereby surface rock is disintegrated or decomposed.  (A) it is  (B) is that  (C) is  (D) being | C | Weathering is the subject of the verb *is*.  Choice (A) and (B) are redundant and indirect. Choice (D) is an *-ing* form, not a verb. |
| 2 | The people of Western Canada have been considering \_\_\_\_\_\_\_\_\_\_\_ themselves from the rest of the provinces.  (A) to separate  (B) separated  (C) separate  (D) separating | D | The verb to *consider* requires an *-ing* form in the complement.  Choice (A) is an infinitive, not an *-ing* form. Choice (B) is a participle. Choice (C) is a verb word. |
| 3 | Although Margaret Mead had several assistants  during her long investigations of Samoa, the bulk of the research was done by \_\_\_\_\_\_\_\_\_\_\_ alone.  (A) herself  (B) she  (C) her  (D) hers | C | Object prounouns are used after prepositions such as *by*.  Choice (A) is a reflexive pronoun, not an object pronoun. Choice (B) and (D) are possessiv pronouns. “The work was done *by herself”* without the repetitive word *alone* would also be correct. |
| 4 | \_\_\_\_\_\_\_\_\_\_\_ war correspondent, Hemingway  used his experiences for some of his most  powerful novels.  (A) But a  (B) It is a  (C) While  (D) A | D | An appositive does not require connectors or an additional subject. Choices (A) and (C) include connecting conjunctions. Choice (B) is an anticipatory it clause, not an appositive. |
| 5 | Thirty-eight national sites are known as parks, another eighty-two as monuments, and \_\_\_\_\_\_\_\_\_\_\_ .  (A) the another one hundred seventy-eight as historical sites  (B) the other one hundred seventy-eight as historical sites  (C) seventy-eight plus one hundred more as historical sites  (D) as historical sites one hundred seventyeight | B | Consecutive order must be maintained, along with parallel structure. |
| 6 | Professional people expect \_\_\_\_\_\_\_\_\_\_\_ when it is necessary to cancel an appointment.  (A) you to call them  (B) that you would call them  (C) your calling them  (D) that you are calling them | A | *The verb to expect requires* an infinitive in the complement. Choices (B), (C), and (D) are not infinitives. |
| 7 | In a new culture, many embarrassing situations occur \_\_\_\_\_\_\_\_\_\_\_ a misunderstanding.  (A) for  (B) of  (C) because of  (D) because | C | *Because of* is used before nouns such as a *misunderstanding* to express cause. Choices (A) and (B) are not accepted for statements of cause. Choice (D) is used before a subject and verb, not a noun, to express cause. |
| 8 | Sedimentary rocks are formed below the surface of the Earth \_\_\_\_\_\_\_\_\_\_\_ very high temperatures and pressures.  (A) where there are  (B) there are  (C) where are there  (D) there are where | A | Subject-verb order is used in the clause after a question word connector such as where.  In Choice (B), there is no question word connector. In Choice (C), the subject verb order is reversed. In Choice (D), the question word connector is used after. not before,  the subject and verb. |
| 9 | A computer is usually chosen because of its simplicity of operation and ease of maintenance \_\_\_\_\_\_\_\_\_\_\_ its capacity to store information.  (A) the same as  (B) the same  (C) as well as  (D) as well | C | *As well as* is used in correlation with the inclusive and.  Choices (A) and (B) would be used in clauses of comparison, not correlation. Choice (D) is incomplete because it does not include the final word as. |
| 10 | \_\_\_\_\_\_\_\_\_\_\_ that gold was discovered at Sutter’s Mill and that the California Gold Rush began.  (A) Because in 1848  (B) That in 1848  (C) In 1848 that it was  (D) It was in 1848 | D | The anticipatory clause it was in 1848 that introduces a subject and verb, gold was discovered.  Choice (A) may be used preceding a subject and verb without that. Choice (B) may be used as a subject clause preceding a main verb. Choice (C) is redundant and indirect. "Because in 1848 gold was discovered at Sutter's Mill, the California Gold Rush," and "That in 1848 gold was discovered at Sutter's Mill was the cause of the California Gold rush "would also be correct. |
| 11 | Frost occurs in valleys and on low grounds \_\_\_\_\_\_\_\_\_\_\_ on adjacent hills.  (A) more frequently as  (B) as frequently than  (C) more frequently than  (D) frequently than | C | Comparative forms for three-syllable adverbs are usually preceded by more and followed by than.  Choice (A) is followed by as Choice (B) is preceded by as. Choice (D) is not preceded by more. |
| 12 | When a body enters the Earth’s atmospere it travels \_\_\_\_\_\_\_\_\_\_\_ .  (A) very rapidly  (B) in a rapid manner  (C) fastly  (D) with great speed | A | Most adverbs of manner are formed by adding -1y to adjectives.  Choices (B) and (D) are redundant and indirect. Choice (C) is ungrammatical because the adverb fast does not have an -ly ending. |
| 13 | Employers often require that candidates have not only a degree \_\_\_\_\_\_\_\_\_\_\_.  (A) but two years experience  (B) also two years experience  (C) but also two years experience  (D) but more two years experience | C | But also is used in correlation with the inclusive not only.  Choice (A) would be used in correlation with not, not in correlation with not only. Choices (B) and (D) are not  used in correlation with another inclusive. |
| 14 | The salary of a bus driver is much higher \_\_\_\_\_\_\_\_\_\_\_.  (A) in comparison with the salary of a teacher  (B) than a teacher  (C) than that of a teacher  (D) to compare as a teacher | C | (C) Comparisons must be made with logically comparable nouns.  Choices (A) and (D) are redundant and indirect. Choice  (B) makes an illogical comparison of a salary with a teacher. Only Choice (C) compares two salaries. |
| 15 | Farmers look forward to \_\_\_\_\_\_\_\_\_\_\_ every summer  (A) participating in the country fairs  (B) participate in the country fairs  (C) be participating in the country fairs  (D) have participated in the counrty fairs | A | The verb phrase to look forward to requires an -ing form in the complement.  Choices (B) and (D) are not -ing forms. Choice (C) is BE and an -ing form. |
| 16 | Interest in automatic data processing has grown rapid  A B C  since the first large calculators were introduced  D  in 1950 | C | Most adverbs of manner are formed by adding *-ly* to adjectives. *Rapid* should be *rapidly* to qualify the manner in which automatic data processing has grown. |
| 17 | Vaslav Nijinsky achieved world recognition as bot  A B  a dancer as well as a choreographer.  C D | D | *As well as* sould be *and*, which is used in correlation with *both.* |
| 18 | The plants that they belong to th family of ferns are  A B C  quite varied in their size and structure.  D | A | Repetition of the subject by a subject pronoun is redundant. *They* should be deleted. |
| 19 | Columbus Day is celebrated on the twelve of October  A B C  because on that day in 1942, Christopher Columb us  D  first landed in the Americas. | D | Because dates require ordinal numbers, *twelve* should be *twelfth.* |
| 20 | One of the most influence newspapers in the U.S is  A B C  *The New York Times,* which is widely distributed  D  throughout the world | B | *Influence* should *influential. Influence* is a noun. *Influential* is an adjective. |
| 21 | Coastal and inland waters are inhabited not only by  A B  fish but also by such sea creature as shrimps and  C D  clams. | D | *Such ... as* introduce the example *shrimps and clams,* which must refer to a plural antecedent. *Sea creature* should be *sea creatures.* |
| 22 | Economist have tried to discourage the use of the  A B  phrase “underdeveloped nation” and encouraging  C  the more accurate phrase “developing nation” in order  D  to suggest an ongoing process. | C | Ideas in a series should be expressed by parallel structures. *Encouraging* should be *to encourage* to provide for parallelism with the infinitive *to discourage* |
| 23 | A gas like propane will combination with water  A B  molecules in a saline solution to form a solid called a  C D  hydrate | B | *Combination* should be *combine. Combination* is a noun. *Combine* is a verb. |
| 24 | Although it cannot be proven, presumable the  A B C  expansion of the universe will slow down as  it approaches a critical radius.  D | C | *Presumable* should be *presumably. Presumable* is an adjective. *Presumably* is an adverb. |
| 25 | A City University professor reported that he discovers  A  a vaccine that has been 80 percent effective  B  in reducing the instances of tooth decay among small  C D  children. | A | The verb *reported* establishes a point of view in the past. *Discovers* should be discovered in order to maintain the point of view. |
| 26 | When they have been frightened, as, for example, by  A B C  an electrical storm, dairy cows may refuse giving milk.  D | D | Because the verb *refuse* requires an infinitive in the complement, *giving* should be to give |
| 27 | Miami, Florida, is among the few cities in the United  A  States that has been awarded official status as bilingual  B C D  municipalities. | C | There must be agreement between subject and verb. *Has* should be *have* to agree with plural subject *the few cities.* |
| 28 | Fertilizers are used primarily to enrich soil and  A B C  increasing yield.  D | D | Ideas in a series should be expressed by parallel structures. should be *to increase* to provide for parallelism with the infinitive *to enrich.* |
| 29 | If the ozone gases of the atmosphere did not filter out  A  the ultraviolet rays of the sun, life as we know it would  B C  not have evolved on Earth.  D | A | *Would have* and a participle in the result requires *had* and a participle in the condition. Because *would not have evolved* is used in the result, *did not filter out* should be *had not*  *filtered out* in the condition. |
| 30 | When he was a little boy, Mark Twain would walk  A B  along the piers, watch the river boats, swimming and  C D  fish in the Mississippi, much like his famous character, Tom Sawyer. | D | Ideas in a series should be expressed by parallel structures. *Swimming* should be swim to provide for parallelism with the verb words *walk, watch,* and *fish.* |
| 31 | Almost all books have a few errors in them in spite of  A B  the care taken to check its proof pages before the final  C D  printing. | D | There must be agreement between pronoun and antecedent. *Its* should be *their* to agree with the plural antecedent *books*. |
| 32 | Gunpower, in some ways the most effective of all the  A B C  explosive materials, were a mixture of potassium  D  nitrate, charcoal, and sulfur. | D | There must be agreement between subject and verb, not between the verb and words in the appositive after the subject. ***Were*** should be ***was*** to agree with the singular subject ***gunpowder.*** |
| 33 | As the demand increases, manufactures who previously produced only a large, luxury car is  A B  compolled to make a smaller model in order to  C D  compete in the market. | B | There must be agreement between subject and verb. ***Is*** should be ***are*** to agree with the plural subject ***manufacturers.*** |
| 34 | There are twenty species of wild roses in North  A  America, all of which have prickly stems, pinnate  B  leaves, and large flowers, which usually smell sweetly.  C D | D | Because adjectives are used after verbs of the senses, ***sweetly*** should be ***sweet*** after the verb ***smell. Sweetly*** is an adverb. ***Sweet*** is an adjective. |
| 35 | Factoring is the process of finding two or more  A B  expressions whose product is equal as the given  C D  expression. | D | Equal to is a prepositional idiom. *As* should be to. |
| 36 | Schizophrenia, a behavioral disorder typified  A  by a fundamental break with reality, may be triggered  B C  by genetic predisposition, stressful, drugs, or  D  infections. | D | Ideas in a series should be expressed by parallel structures. *Stressful* should be *stress* to provide for parallelism with the nouns predisposition, drugs, or infection. |
| 37 | If Grandma Moses having been able to continue  A  farming, she may never have begun to paint.  B C D | A | *May* and a verb word in the result require a past form in the condition. Because *may have* is used in the result, *having* should be had in the condition. |
| 38 | Although the Red Cross accepts blood from most  A  donors, the nurses will not leave you give blood if you  B C  have just had a cold.  D | B | In order to refer to nurses not allowing you to give blood, *let* should be used. To leave means to go. *To let* means to allow. |
| 39 | The native people of the Americas are called Indians  A  because when Columbus landed in the Bahamas  B  in 1492, he thought that he has reached the East Indies.  C D | D | The verb *thought* establishes a point of view in the past. *Has* should be *had* in order to maintain the point of view. |
| 40 | In the relatively short history of industrial developing  A B  in the United States, New York City has played a vital  C D  role. | B | *Developing* should be *development*. Although both are nouns derived from verbs, the *-ment* ending is preferred. *Developing* means progressing. *Development* means the  act of developing or the result of developing. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **READING COMPREHENSION** | | | | |
| Time: 55 minutes  This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.  In the Reading Section, you will first have the opportunity to read the passage. You will use the scroll bar to view the rest of the passage.  When you have finished reading the passage, you will use the mouse to click on Proceed. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that  passage.  Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.  To answer some questions, you will click on a word or phrase.  To answer some questions, you will click on a sentence in the passage.  To answer some questions, you will click on a square to add a sentence to the passage. | | | | |
| **Reading Text** | **No** | **Questions** | **Answer** | **Explanation** |
| **Reading passages for questions 1 – 11**  Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study  law and become a member of the Massachusetts bar, but he never forgot those early struggles.  While sewing in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and politrcal career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leaders,hip, the curriculum as restructured, the school year was  increased to a minimum of six months, and mandatory schooling was extended to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for teacher training, institutes for inservice teacher education, and lyceums for adult education. He was also instrumental in improving salaries for teachers and creating school libraries.  Mann's ideas about school reform were  developed and distributed in the twelve annual  reports to the state of Massachusetts that he  wrote during his tenure as secretary of education.  Considered quite radical at the time, the  Massachusetts reforms later served as a model  for the nation's educational system. Mann was  formally recognized as the father of public  education.  During his lifetime, Horace Mann worked  tirelessly to extend educational opportunities to  agrarian families and the children of poor laborers.  In one of his last speeches he summed up his  philosophy of education and life: "Be ashamed to  die until you have won some victory for humanity."  Surely, his own life was an example of that  Philosophy | 1 | Which of the following titles would best express the main topic of the passage?  (A) The Father of American Public  Education  (B) Philosophy of Education  (C) The Massachusetts State Board of Education  (D) Politics of Educational Institutions | A | 'The Father of American Public Education" is the best title because it states the main idea of the passage.  Choice (C) is a detail used to develop the main idea. Choices (B) and (D) are not specific enough. |
| 2 | Why does the author mention Horace Mann's early life?  (A) As an example of the importance of an early education for success  (B) To make the biography more complete  (C) Because it served as the inspiration for his later work in education  (D) In tribute to the teachers who helped him succeed | C | "Perhaps it was his own lack of adequate  schooling that inspired Horace Mann to  work so hard for the important reforms in education that he accomplished."  Choice (A) is not correct because Mann did not have benefit of an early education. Choice (B) is not correct because the biography is limited to Horace Mann's work as an educator. Choice (D) is not correct because the teachers are mentioned only briefly. |
| 3 | The word struggle in paragraph 1 could best be replaced by  (A) valuable experiences  (B) happy situations  (C) influential people  (D) difficult times | D | In the context of this passage, sttuggle  could best be replaced by difficult times.  Choices (A), (C), and (B) are not accepted definitions of the word. |
| 4 | The word there in paragraph 2 refers to  (A) the Massachussetts legislature  (B) the state board of education  (C) Mann’s legal practice  (D) his politicial career | B | ". . .to become first secretary of the board  [of education]. There [at the board of education] he exercised an enormous influence ...."  Choices (A), (C), and (D) would change the meaning of the sentence. |
| 5 | The word mandatory in paragraph 2 is closest in meaning to  (A) required  (B) equal  (C) excellent  (D) basic | A | In the context of this passage,  Mandatory is closest in meaning to required.  Choices (B), (C), and (D) are not accepted definitions of the word. |
| 6 | Look at the word extended in the passage 3, that is closest in meaning to  (A) exercised  (B) choose  (C) distributed  (D) increased | D | In the context of this passage, the word extended could best be replaced by increased.  No other words or phrases of Choice (A), (B) or (C) are close to the meaning extended. |
| 7 | The paragraph that expalins how the education reforms were distributed in  (A) sentence 1, paragraph 1  (B) sentence 1, paragraph 2  (C) sentence 1, paragraph 3  (D) sentence 1, paragraph 4 | C | "Mann's ideas about school reform were developed and distributed in twelve annual reports to the state of Massachusetts.. .." Quotation from sentence 1, paragraph 3. |
| 8 | With which of the following statements would the author most probably agree?  (A) Horace Mann's influence on American education was very great.  (B) A small but important influence on American education was exerted by Horace Mann.  (C) Few educators fully understood Horace Mann's influence on American education.  (D) The influence on American education by Horace Mann was not accepted or appreciated. | A | "Mann was recognized as the father of  public education."  Choice (B) is not correct because Horace Mann exercised an enormous influence. Choices (C) and (D) are unlikely since his influence resulted in a change in the school system. |
| 9 | Horace Mann advocated all of the following EXCEPT  (A) a state board of education  (B) a district school system  (C) classes for adults  (D) graded elementary schools | B | "There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system."  Choice (A) refers to "the historic education bill that set up a state board of education" and to the fact that Mann served as first secretary of the board. Choice (C) refers to "the lyceums for  adult education," which he founded. Choice (D) refers to the new system that was brought into existence under Mann's influence. |
| 10 | The reforms that Horace Mann achieved  (A) were not very radical for the time  (B) were used only by the state of Massachusetts  (C) were later adopted by the nation as a model  (D) were enforced by the Massachusetts bar | C | ". . .the Massachusetts reforms later  served as a model for the nation."  Choice (A) is not correct because the reforms were considered quite radical at the time. Choice (B) is not correct because they served as a model for the nation. Choice (D) is not mentioned and may not be concluded from information  in the passage. |
| 11 | With which of the following statements would Horace Mann most probably agree?  (A) Think in new ways.  (B) Help others.  (C) Study as much as possible.  (D) Work hard. | B | "Be ashamed to die until you have won  some victory for humanity." Choices (A),  (C), and (D) are not mentioned specifically as part of Mann's philosophy. |
| **Reading passages for questions 12 – 22**  Organic architecture-that is, natural architecture--may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual reference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the  people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably  two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.  Natural principles, then, are principles of design, not style, expressed by means and modes of construction that reflect unity, balance, proportion, rhythm, and scale. Like a sculptor, the organic architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.  From the outside, an organic structure is so much a part of nature that it is often obscured by it. In other words, it may not be easy, or maybe not even possible, for the human eye to separate the artificial structure from the natural terrain. Natural light, air, and view permeate the whole structure, providing a sense of communication with the outdoors. From the inside, living spaces open into one another. The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together. Moreover, the interiors are sparse. Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of  furniture. | 12 | According to the passage, what is another name for organic architecture?  (A) Natural architecture  (B) Aesthetic architecture  (C) Principle architecture  (D) Varied architecture | A | "Organic architecture, that is, natural architecture...."  Choice (B) refers to the rule rejected by organic architecture, not to another name for it. Choices (C) and (D) refer to the fact that organic architecture may be varied but always remains true to natural  principles. Neither principle architecture nor varied architecture was cited as another name for organic architecture, however. |
| 13 | Look at the word it in the first sentence “...but it is always faithful to natural principles...” of paragraph 1, refers to  (A) the architecture  (B) the architect  (C) the individual  (D) the structure | A | "Organic architecture-that is, natural architecture-may be varied in concept and form, but it [the architecture] is always faithful to natural principles." Other choices would change the meaning of the sentence. |
| 14 | The word ultimatlely in paragraph 1 could best be replaced by  (A) fortunately  (B) eventually  (C) supposedly  (D) obviously | B | In the context of this passage, ultimately could best be replaced by eventually.  Choices (A), (C), and (D) are not accepted definitions of the word. |
| 15 | The word upheld in paragraph 1 is closest in meaning to  (A) invalidated  (B) disputed  (C) promoted  (D) perceived | C | In the context of this passage, upheld is  closest in meaning to promote. Choices  (A), (B), and (D) are not accepted definitions of the word. |
| 16 | The following examples are all representative of natural architecture EXCEPT  (A) a bank that is built to look like a Greek temple  (B) a bank built so that the location is important to the structure  (C) a bank that is built to conform to then colors of the natural surroundings  a bank that is built to be functional  rather than beautiful | A | "If these natural principles are upheld,  then a bank cannot be built to look like a  Greek temple."  Choice (B) refers to the fact that natural principles require "total harmony with the setting." Choice (C) refers to the fact  that the colors are taken from "the surrounding palette of nature." Choice (D) refers to the fact that "the rule of functionalism is upheld." |
| 17 | Why does the author compare an organic architect to a sculptor?  (A) To emphasize aesthetics  (B) To give an example of natural principles  (C) To make a point about the development of geometry  (D) To demonstrate the importance of style | B | "Natural principles then, are principles  of design, not style.. . . Like a sculptor, the organic architect views the site and materials as an innate form that develops organically from within."  Choice (C) refers to the geometric themes mentioned later in the passage. Choice (D) is not correct because the author emphasizes design, not style. Choice  (A) is not mentioned and may not be concluded from information in the passage. |
| 18 | The word obscured in paragraph 3 is closest in meaning to  (A) difficult to see  (B) in high demand  (C) not very attractive  (D) mutually beneficial | A | In the context of this passage, obscured is  closest in meaning to difficult to see.  Choices (B), (C), and (D) are not accepted definitions of the word. |
| 19 | Look at the word contours in the passage “...these strucrures find their geometric shapes in the contours of the land and their colors in the surrounding....” is closest meaning to  (A) styles  (B) shapes  (C) colours  (D) sizes | B | In the context of this passage, the word  is closest in meaning to Shapes. No other words or phrases in the bold text are close to the meaning of the word contours. |
| 20 | Click on the sentence in paragraph 3 that describes the furnishings appropriate for natural architecture.  (A) From the inside, living spaces open into one another.  (B) The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together.  (C) Moreover, the interiors are sparse  (D) Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture. | D | "Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture." Quotation from sentence 7, paragraph 3. |
| 21 | With which of the following statements would the author most probably agree?  (A) Form follows function.  (B) Function follows form.  (C) Function is not important to form.  (D) Form and function are one. | D | "Form does not follow function: form IS  inseparable from function."  Choice (A) is not correct because form does not follow function. Choices (B) and (C) are not correct because form is inseparable from function. |
| 22 | Which of the following statements best describes the architect's view of nature?  (A) Nature should be conquered.  (B) Nature should not be considered.  (C) Nature should be respected.  (D) Nature should be improved. | C | "...a building should.. .respect the natural  characteristics of the setting to create harmony with its natural environment."  Choices (A), (B), and (D) are not correct because nature should be respected. |
| **Reading passages for questions 23 – 33**  Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.  The earliest authentic works on European alchemy are those of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation. Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the  progress of their work. The term sun was used for  gold, moon for silver, and the five known planets for  base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan's terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners-the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of  alchemy, but, of course, it was the literary alchemist  who was more likely to produce a written record; therefore, much of what is known about the science of alchemy is derived from philosophers rather than from the alchemists who labored in laboratories.  Despite centuries of experimentation, laboratory alchemists failed to produce gold from other materials. However, they gained wide knowledge of chemical substances, discovered chemical properties, and invented many of the tools and techniques that are used by chemists today. Many laboratory alchemists earnestly devoted themselves to the scientific discovery of new compounds and reactions and, therefore, must be considered the legitimate forefathers of modem chemistry. They continued to call themselves alchemists, but they were becoming true chemists. | 23 | Which of the following is the main point of the passage?  (A) There were both laboratory and literary alchemists.  (B) Base metals can be transmuted to gold by blending them with a substance more perfect than gold.  (C) Roger Bacon and St. Albertus Magnus wrote about alchemy.  (D) Alchemy was the predecessor of modem chemistry. | D | Choices (A), (B), and (C) are important  to the discussion and provide details that support the main point that alchemy was the predecessor of modern chemistry. |
| 24 | The word authentic in paragraph 2 could best be replaced by  (A) valuable  (B) genuine  (C) complete  (D) comprehensible | B | In the context of the passage, authentic  could best be replaced by genuine.  Choices (A), (C), and (D) are not accepted definitions of the word |
| 25 | Look at the word those in the passage of parapragh 2 “The earliest authentic works on European alchemy are those of the English monk Roger Bacon...” refers to  (A) earliest  (B) authentic  (C) works  (D) European | C | "The earliest authentic works on European alchemy are those [works] of the English monk Roger Bacon and the German philosopher St. Albertus Magnus." Other choices would change the meaning of the sentence. |
| 26 | According to the alchemists, what is the difference between base metals and gold?  (A) Perfection  (B) Chemical content  (C) Temperature  (D) Weight | A | ''...inferior metals such as lead and mercury were removed by various degrees of imperfection from gold."  Choices (B), (C), and (D) are not mentioned and may not be concluded  from information in the passage. |
| 27 | Look at the word asserted in the sentence 3 of paragraph 3, is closest in meaning to...  (A) control  (B) maintained  (C) manage  (D) prepare | B | In the context of this passage, the word  Maintained is closest in meaning to asserted.  No other words or phrases in the bold  text are close to the meaning of the word  asserted. |
| 28 | According to the passage, what is the "philosopher's stone"?  (A) Lead that was mixed with gold  (B) An element that was never found  (C) Another name for alchemy  (D) A base metal | B | "...base metals could be transmuted to  gold by blending them with a substance even more perfect than gold. This elusive substance was referred to as the 'philosopher's stone.”  Choices (A) and (D) are not correct  because the "philosopher's stone" was more perfect than gold. Choice (C) is not correct because the "philosopher's stone" was an element that alchemists were searching for, not another name for their art. |
| 29 | The word cryptic in paragraph 3 could be replaced by which of the following?  (A) scholarly  (B) secret  (C) foreign  (D) precise | B | In the context of this passage, cryptic  could be replaced by secret.  Choices (A), (C), and (D) are not accepted definitions of the word. |
| 30 | Why did the early alchemists use the terms sun and moon?  (A) To keep the work secret  (B) To make the work more literary  (C) To attract philosophers  (D) To produce a written record | A | Because the early alchemists were "artisans who were accustomed to keeping trade secrets," it must be concluded that early alchemists used cryptic terms like sun and moon to keep the work secret.  Choices (B) and (C) refer to the fact that philosophers were attracted to alchemy and began to use the symbolic language in their literature, but they are not reasons why the alchemists used the terms. Choice (D) refers to the record of the progress of the work that was produced by alchemists, not to the reason for cryptic language. |
| 31 | Who were the first alchemists?  (A) Chemists  (B) Writers  (C) Artisans  (D) Linguists | C | "Most of the early alchemists were artisans...."  Choice (B) refers to the second group, not the first group, of alchemists. Choices (A) and (D) are not mentioned and may not be concluded from information in the passage. |
| 32 | In paragraph 3, the author suggests that we know about the history of alchemy because  (A) the laboratory alchemists kept secret notes  (B) the literary alchemists recorded it in writing  (C) the mystical philosophers were not able to hide the secrets of alchemy  (D) the historians were able to interpret the secret writings of the alchemists | B | "...it was the literary alchemist who was  most likely to produce a written record;  therefore, much of what is known about the science of alchemy is derived from philosophers rather than from the alchemists who labored in laboratories."  Choice (A) is true, but it is not the reason that we know about the history of alchemy. Choices (C) and (D) are not mentioned and may not be concluded  from information in the passage. |
| 33 | With which of the following statements would the author most probably agree?  (A) Alchemy must be considered a complete failure.  (B) Some very important scientific discoveries were made by alchemists.  (C) Most educated people dismissed alchemy during the time that it was practiced.  (D) The literary alchemists were more important than the laboratory alchemists. | B | "...they [laboratory alchemists] did gain  a wide knowledge of chemical substances, discovered chemical properties, and invented many of the tools and techniques that are still used by chemists today."  Choice (A) is not correct because the alchemists made scientifie discoveries and were considered the legitimate forefathers of modem chemistry. Choice (C) is not correct because the majority  of educated persons in the period from  1400 to 1600 believed that alchemy had great merit. Although the author mentions the work of both laboratory and literary alchemists, Choice (D) is not mentioned and may not be concluded from information in the passage. |
| **Reading passages for questions 34 – 41**  Human memory, formerly believed to be rather inefficient, is really much more sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.  The memory trace is the term for whatever forms the internal representation of the specific information about the event stored in the memory. Assumed to have been made by structural changes in the brain, the memory trace is not subject to direct observation but is rather a theoretical construct that is used to speculate about how information presented at a particular time can cause performance at a later time. Most theories include the strength of the memory trace as a variable in the degree of learning, retention, and retrieval possible for a memory. One theory is that the fantastic capacity for storage in the brain is the result of an almost unlimited combination of interconnections between brain cells, stimulated by patterns of activity. Repeated references to the same information support recall. Or, to say that another way, improved performance is the result of strengthening the chemical bonds in the memory.  Psychologists generally divide memory into at least two types, short-term and long-term memory, which combine to form working memory. Short-term memory contains what we are actively focusing on at any particular time, but items are not retained longer than twenty or thirty seconds without verbal rehearsal. We use short-term memory when we look up a telephone number and repeat it to ourselves until we can place the call. On the other hand, long-term memory can store facts, concepts, and experiences after we stop thinking about them.' All conscious processing of information, as in problem-solving for example, involves both short-term and long-term memory. As we repeat, rehearse, and recycle information, the memory trace is strengthened, allowing that information to move from short-term memory to long-term memory. | 34 | Which of the following is the main topic of the passage?  (A) Wilder Penfield  (B) Neurosurgery  (C) Human memory  (D) Chemical reactions | C | The other choices are secondary ideas  that are used to develop the main idea,  "human memory." Choices (A), (B), and (D) are important to the discussion, but are not the main topic. |
| 35 | The word formerly in paragraph 1 could best be replaced by  (A) in the past  (B) from time to time  (C) in general  (D) by chance | A | In the context of this passage, formerly could best be replaced by in the past.  Choices (B), (C), and (D) are not accepted definitions of the word. |
| 36 | Compared with a computer, human memory is  (A) more complex  (B) more limited  (C) less dependable  (D) less durable | A | "Human memory ... is really more sophisticated than that of a computer."  Choice (B) is not correct because human memory is more sophisticated. Choices (C) and (D) are not mentioned and may not be concluded from information in the passage. |
| 37 | How did Penfield stimulate dreams and other minor events from the past?  (A) By surgery  (B) By electrical stimulation  (C) By repetition  (D) By chemical stimulation | B | "...by stimulating their brains electrically,  he could elicit the total recall of complex  events."  Choice (A) refers to the fact that Penfield was a neurosurgeon, but he did not rely on surgery to elicit dreams. Choice (C)  refers to the procedure for supporting recall. Choice (D) refers to the way that performance is improved in memory, not to the procedure for eliciting dreams. |
| 38 | According to the passage, the capacity for storage in the brain  (A) can be understood by examining the physiology of the brain  (B) is stimulated by patterns of activity  (C) has a limited combination of relationships  (D) is not influenced by repetition | B | ". . .the. . .capacity for storage in the brain  is the result of an almost unlimited combination of interconnections . . . stimulated by patterns of activity."  Choice (A) is not correct because the physical basis for memory is not yet understood. Choice (C) is not correct because storage in the brain is the result of an almost unlimited combination of interconnections. Choice (D) is not correct because repeated references to the same information supports recall |
| 39 | The word bonds in paragraph 2 means  (A) promises  (B) agreements  (C) connections  (D) responsibilities | C | Although Choices (A), (B), and (D) are definitions of the word ms, the meaning in the context of the sentence is |
| 40 | All of the following are true of a memory trace EXCEPT that  (A) it is probably made by structural changes in the brain  (B) it is able to be observed directly by investigators  (C) it is a theoretical construct that we use to form hypotheses  (D) it is related to the degree of recall supported by repetition | B | 'The memory trace is . . . made by structural changes in the brain . . . is not subject to direct observation . . . is rather a theoretical construct . . . . Repeated references to the same information supports recall."  Choices (A), (C), and (D) are all mentioned in the passage. Choice (B) is not correct because the memory trace is not subject to direct observation. |
| 41 | With which of the following statements would the author most likely agree?  (A) The mind has a much greater capacity for memory than was previously believed.  (B) The physical basis for memory is clear.  (C) Different points of views are valuable.  (D) Human memory is inefficient. | A | "...there is a great deal more stored in our  minds than has been generally supposed."  Choice (B) is not correct because the physical basis for memory is not yet understood. Choice (C) refers to the fact that researchers have approached the problem from a variety of points of view, but it may not be concluded that different points of view are valuable. Choice (D) is not correct because memory was formerly believed to be inefficient, but is  really sophisticated. |
| **Reading passages for questions 42 – 50**  A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the Earth. Since temperature rises about 1°F for every sixty feet under the Earth's surface, and pressure increases with depth, water that seeps down in cracks and fissures until it reaches very hot rocks in the Earth's interior becomes heated to a temperature of approximately 290°F.  Water under pressure can remain liquid at temperatures above its normal boiling point, but in a geyser, the weight of the water nearer the surface exerts so much pressure on the deeper water that the water at the bottom of the geyser reaches much higher temperatures than does the water at the top of the geyser. As the deep water becomes hotter, and consequently lighter, it suddenly rises to the surface and shoots out of the surface in the form of steam and hot water. In turn, the explosion agitates all the water in the geyser reservoir, creating further explosions.  Immediately afterward, the water again flows into the underground reservoir, heating begins, and the process repeats itself. In order to function, then, a geyser must have a source of heat, a reservoir where water can be stored until the temperature rises to an unstable point, an opening through which e hot water and steam can escape, and underground channels for resupplying water after an eruption.  Favorable conditions for geysers exist in regions of geologically recent volcanic activity, especially in areas of more than average precipitation. For the most part, geysers are located in three regions of the world: New Zealand, Iceland, and the Yellowstone National Park area of the United States. The most famous geyser in the world is Old Faithful in Yellowstone Park. Old Faithful erupts every hour, rising to a height of 125 to 170 feet and expelling more than ten thousand gallons during each eruption. Old Faithful earned its name because, unlike most geysers, it has never failed to erupt on schedule even once in eighty years of observation. | 42 | Which of the following is the main topic of the passage?  (A) The Old Faithful geyser in Yellowstone National Park  (B) The nature of geysers  (C) The ratio of temperature to pressure in underground water  (D) Regions of geologically recent volcanic activity | B | The other choices are secondary ideas used to develop the main idea, “the nature of geysers.”  Choice (A), (C), and (D) are subtopics that provide details and examples. |
| 43 | In order for a geyser to erupt.  (A) hot rocks must rise to the surface of the Earth  (B) water must flow underground  (C) it must be a warm day  (D) the earth must not be rugged or broken | B | “A geyser is the result of underground water under the combined conditions of high temperatures and increased pressure beneath the surface of the Earth.”  Choice (A) is not correct because water, not hot risks, rises to the surface. Choice (C) is not correct because the hot rocks are in the Earth’s interior, not on the surface. Choice (D) is not correct because the water seeps down in cracks and fissures in the Earth. |
| 44 | The word it in paragraph 1 refers to  (A) water  (B) depth  (C) pressure  (D) surface | A | "Since temperature rises about lo F for every sixty feet under the Earth's surface,  and pressure increases with depth, water  that seeps down in cracks and fissures until it [water] reaches very hot rocks in the Earth's interior becomes heated to a temperature of approximately 290' F."  Choices (B), (C), and (D) would change the meaning of the sentence. |
| 45 | As depth increases  (A) pressure increases but temperature does not  (B) temperature increases but pressure does not  (C) both pressure and temperature increase  (D) neither pressure nor temperature  Increase | C | "Since temperature rises.. .and pressure  increases with depth . . ."  Choices (A), (B), and (D) are not correct because both temperature and pressure increase with depth. |
| 46 | Why does the author mention New Zealand and Iceland in paragraph 4?  (A) To compare areas of high volcanic activity  (B) To describe the Yellowstone National Park  (C) To provide examples of areas where geysers are located  (D) To name the two regions where all geysers are found | C | "For the most part, geysers are located in  three regions of the world: New Zealand,  Iceland, and the Yellowstone National Park area of the United States."  Choice (A) is not correct because no comparisons are made among the areas. Choice (B) is not correct because Yellowstone National Park is in the United States, not in New Zealand or Iceland. Choice (D) is not correct because  geysers are also found in a third region, the Yellowstone National Park area of the  United States. |
| 47 | How often does Old Faithful erupt?  (A) Every 10 minutes  (B) Every 60 minutes  (C) Every 125 minutes  (D) Every 170 minutes | B | “Old Faithful erupts almost every hour.”  The number in Choice (A) refers to the number of thousand gallons of water that is expelled during an eruption, not to the number in Choices (C) and (D) refer to the number of feet to which the geyser rises during an eruption. |
| 48 | The word expelling in paragraph 4 is  closest in meaning to  (A) heating  (B) discharging  (C) supplying  (D) wasting | B | In the context of this passage, expelling is closest in meaning to discharging.  Choices (A), (B) and (D) are not accepted definitions of the word. |
| 49 | What does the author mean by the statement  “Old Faithful earned its name because, unlike most geysers, it has never failed to erupt on shcedule even once in eighty years of observation?”  (A) Old Faithful always erupts on schedule.  (B) Old Faithful is usually predictable.  (C) Old Faithful erupts predictably like other geysers.  (D) Old Faithful received its name because it has been observed for many years. | A | Choice (A) is a restatement of the sentence referred to in the passage. *Never failed* means always.  Choice (B), (C) and (D) would change the meaning of the original sentence. |
| 50 | According to the passage, what is required for a geyser to function?  (A) A source of heat, a place for water to collect, an opening, and underground channels  (B) An active volcano nearby and a water reservoir  (C) Channels in the Earth and heavy rainfall  (D) Volcanic activity, underground channels, and steam | A | “. . . a geyser must have a source of heat, a reservoir where water can be stored . . . an opening through which the hot water and steam can escape, and underground channels . . . Favorable conditions for geysers exist in regions of geologivally recent volcanic acitivity . . . in areas of more than average precipitation.”  Choice (C) includes some of, but not all, the necessary conditions. Choice (B) and (D) are not correct because the volcanic activity shoulf be recent, but not active. |