

# TOEFL ITP<sup>®</sup>

ASSESSMENT SERIES

## Practice Tests

Volume 1



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# Notes to the User

The *TOEFL ITP*<sup>®</sup> practice materials used in this book were taken from actual test forms given to examinees at worldwide test administrations.

Some reading materials have been adapted from previously published articles or books. To make these materials suitable for testing purposes, the length and wording may have been changed.

The ideas expressed in the reading and listening materials contained in the Practice Tests do not necessarily represent the opinions of the *TOEFL*<sup>®</sup> Board or Educational Testing Service (*ETS*<sup>®</sup>).

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# About the TOEFL ITP Tests

The TOEFL ITP tests measure the English-language proficiency of individuals who are non-native speakers of English. They can be used to identify students' current levels of proficiency, to evaluate progress at the end of a course, for placement in a program of study, for screening for scholarship programs, or to complete a graduation requirement.

ITP tests **cannot be used as a substitute for the actual *TOEFL*® test**. ITP test scores are to be used only by the administering institution.

It will be helpful for you to review what you have learned by using the Practice Tests in this kit. Your scores will help you identify areas where you need improvement. This will also help you know what to expect when you take an ITP test.

There are no passing or failing scores set by ETS for TOEFL ITP tests – each institution decides what scores are acceptable for its purposes.

# What Is in the Tests?

ITP tests are composed of multiple-choice questions, each with four possible answers. There are three sections, each measuring a critical skill in the use of English.

## Section 1 – Listening Comprehension

The Listening section contains recorded material that includes the vocabulary and idiomatic expressions typical of spoken English, as well as grammatical constructions used in speech. The section tests comprehension of both short and long conversations and talks.

## Section 2 – Structure and Written Expression

Section 2 consists of sentences that test knowledge of structural and grammatical elements of standard written English. These sentences include a variety of topics and give no advantage to students in specific fields of study. When topics have a national context, they may refer to United States or Canadian history, culture, art or literature. However, knowledge of these contexts is not needed to answer questions concerning the structural or grammatical points.

## Section 3 – Reading Comprehension

The Reading section contains reading passages and questions about the passages. The questions test comprehension of the information that is stated or implied in the passage. Knowledge of some specific words is also tested. Because many English words have more than one meaning, it is important to remember that these questions will test comprehension of the meaning of a word or phrase within the context of the passage.



# Preparing for a TOEFL ITP Test

## Taking the Practice Tests

Taking the Practice Tests in this kit will give you a good idea of what the actual test is like in terms of the types of questions you will be asked and the time limits you will have. You will learn, for example, that the time allotted for a test section must be used for reading the directions as well as answering the questions.

The test is divided into three sections. Each section or part of a section begins with a set of special directions that includes sample questions and answers. It is important to read these directions so you will understand exactly what you are to do before you start to work on the section or part.

Some questions may be harder than others, but try to answer every one. If you are not sure of the correct answer to a question, make the best guess you can and go on to the next question. It is to your advantage to answer every question, even if you have to guess.

As you are taking the practice test, work rapidly but carefully. Do not spend too much time on any single question. Do not use note paper, and do not write or make any marks in the test section of your book.

Each section of the test has a time limit. The recorded instructions will tell you when to start Section 1 and when to stop. You will need to use a watch or clock to time Sections 2 and 3. If you finish a section early, **do not go on to the next section until the allotted time has ended**. During the time that remains, check your work on that section only. If you do not follow this rule when you take the actual test, it will be considered cheating and your scores will be canceled.

Here are more guidelines for using the Practice Tests:

- Plan to spend approximately two hours **without interruption** to take each Practice Test
- Choose a quiet room in which to work
- Have a watch or clock so you can use the correct amount of time for Section 2 (25 minutes) and Section 3 (55 minutes)
- Have two sharpened #2 black lead pencils and an eraser
- Test **the audio files** before you start to be sure it works properly
- Remove any study materials from your work area

# General Study Tips

## Reading Tips

As an English language learner, you can improve your reading skills by reading regularly, especially textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business) and are written in an academic style. A wide variety of academic texts are available on the Internet as well as in magazines and journals.

### Reading to find information –

- Scan passages to find and highlight key facts and information such as dates, numbers, or terms
- Practice frequently to increase reading rate and fluency

### Reading for basic comprehension –

- Increase vocabulary; flashcards can help
- Practice skimming a passage quickly to get a general impression of the main idea, instead of carefully reading each word and each sentence
- Develop the ability to skim quickly and identify major points
- After skimming a passage, read it again more carefully and write down the main idea, major points and important facts
- Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences); then, look them up to determine their meaning
- Underline all pronouns (he, him, they, them, etc.) and identify the nouns to which they refer in the passage
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole

## Listening Tips

Watching movies and television and listening to the radio provide excellent opportunities to build your listening skills. Audiotapes and CDs of lectures and presentations are equally valuable and helpful. The Internet is also a great resource for listening material (for example, [www.npr.org](http://www.npr.org) or [www.bbc.co.uk/radio](http://www.bbc.co.uk/radio) or [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)).

### Listening for basic comprehension –

- Increase vocabulary
- Focus on the content and flow of spoken material. Don't be distracted by the speaker's style and delivery
- Anticipate what a person is going to say as a way to stay focused
- Stay active by asking yourself questions (for example, What main idea is the professor communicating?)
- On sections of a piece of paper, write "Main Idea," "Major Points" and "Important Details." Listen carefully, and write these down while listening. Continue listening until all important points and details are written down, and then review them
- Listen to a portion of a lecture or talk, and create an outline of important points. Use the outline to write a brief summary. Gradually increase the amount of the presentation you use to write the summary

### Listening for pragmatic understanding –

- Think about what each speaker hopes to accomplish: What is the purpose of the speech or conversation? Is the speaker apologizing, complaining, or making suggestions?
- Notice each speaker's style. Is the language formal or casual? Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Notice the speaker's degree of certainty. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his or her degree of certainty?
- Watch a recorded TV or movie comedy. Pay careful attention to the way stress and intonation patterns are used to convey meaning

### **Listening to connect information –**

- Think about how the lecture is organized. Listen for signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary
- Identify the relationships between ideas. Possible relationships include cause/effect, compare/contrast, and steps in a process
- Listen for words that show connections and relationships between ideas
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next
- Create an outline of the information discussed while listening or after listening

### **Structure and Written Expression Tips**

#### **Use the language every day –**

- Set aside some time each day to communicate only in English
- Listen, read and write in English every chance you get

## **Use Proven Test-Taking Strategies**

- Carefully follow directions in each section of the test to avoid wasting time.
- Don't panic. Concentrate exclusively on the current question only. Don't think about how you answered other questions. This is a habit that can be learned through practice.
- Avoid spending too much time on any single question. If you have given the question some thought and you still don't know the answer, eliminate as many choices as possible and then select the best choice.
- Pace yourself so you have enough time to answer every question. Be aware of the time limit for each section and budget enough time for each question so you don't have to rush at the end.

# Answer Sheet

## Completing Your Answer Sheet

### When you mark your answers on the answer sheet:

- Use a medium soft (#2 of HB) black lead pencil
- Mark **only one** answer to each question
- Be sure to mark your answer in the row with the same number as the question you are answering
- Carefully and completely fill in the oval corresponding to the answer you choose for each question. If you change your mind about an answer after you have marked it on your answer sheet, completely erase your old answer and then mark your new answer

### When you are ready to start:

- Print the answer sheets from this booklet.
- Open this booklet to page 14 for Practice Test **A**, or page 55 for Practice Test **B**. Have the sample answer sheet in front of you.
- For the Listening section in Practice Test **A**, beginning on page 15, use the audio files below available on the TOEFL ITP website.  
For Test 1 Part A, use audio file TOEFL ITP Practice Test 1 Level 1 Part A.mp3  
For Test 1 Part B, use audio file TOEFL ITP Practice Test 1 Level 1 Part B.mp3  
For Test 1 Part C, use audio file TOEFL ITP Practice Test 1 Level 1 Part C.mp3
- For the Listening section in Practice Test **B**, beginning on page 56, use the audio files below available on the TOEFL ITP website.  
For Test 2 Part A, use audio file TOEFL ITP Practice Test 2 Level 1 Part A.mp3  
For Test 2 Part B, use audio file TOEFL ITP Practice Test 2 Level 1 Part B.mp3  
For Test 2 Part C, use audio file TOEFL ITP Practice Test 2 Level 1 Part C.mp3









# ***Practice Test A***

# Section 1: Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special instructions for each part. Answer all the questions on the basis of what is stated or implied by the speakers. When you take an actual ITP test, you will not be allowed to take notes or write in your textbook. Try to work on this Practice Test in the same way.

## Section 1, 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 conversations and questions will not be repeated. After you hear a question, read the four possible answers in this booklet 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.

### Here is an example:

On the recording, you hear:

### Sample Answer

(A)  (B)  (C)  (D)

In your booklet, you read: (A) He doesn't like the painting either.  
(B) He doesn't know how to paint.  
(C) He doesn't have any paintings.  
(D) He doesn't know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct choice is (A).

1. (A) There are many different airline fares available.  
(B) Travel agents are all the same.  
(C) It matters where tickets are issued.  
(D) It makes no difference where the tickets are purchased.
2. (A) They should be picked before they're ripe.  
(B) They should have been picked already.  
(C) They'll get picked when they turn a certain color.  
(D) They won't be picked until next year.
3. (A) A two-bedroom apartment may be too expensive.  
(B) The woman should not move off campus.  
(C) The woman should pay the rent by check.  
(D) The university has a list of rental properties.
4. (A) The man often flatters Judy.  
(B) Judy is thinking about getting her hair cut.  
(C) She hasn't seen Judy's new haircut.  
(D) She agrees with the man about Judy's appearance.
5. (A) Watching a movie.  
(B) Talking on the phone.  
(C) Picking up her friends.  
(D) Eating dinner.
6. (A) Notify the post office of his new address.  
(B) Check to see if the mail has arrived.  
(C) Send the letter by special delivery.  
(D) Answer the letters after he moves.
7. (A) He doesn't like his new glasses.  
(B) His regular glasses are being repaired.  
(C) He thinks his eyesight is improving.  
(D) He's decided to go without glasses.
8. (A) Talk to Dr. Boyd about an assignment.  
(B) Return their books to the library.  
(C) Meet Dr. Boyd at the library.  
(D) Make an appointment with their teacher on Friday.

9. (A) There is no orange juice in the machine.  
(B) He doesn't like orange juice.  
(C) He prefers milk to orange juice.  
(D) The machine is broken.
10. (A) The man shouldn't take the new job.  
(B) She's sorry the man isn't being promoted.  
(C) It isn't easy to keep secrets at work.  
(D) She won't tell anyone about the man's promotion.
11. (A) He has made other plans for lunch.  
(B) He has already eaten his lunch.  
(C) He'd like to ask Bill to join them.  
(D) He's meeting Bill in the cafeteria tomorrow.
12. (A) Complaining about the man's behavior.  
(B) Repeating an insensitive remark.  
(C) Denying her involvement in an argument.  
(D) Accepting the man's apology.
13. (A) The man may use the telephone soon.  
(B) The man should hurry.  
(C) She'll call George for the man.  
(D) She's waiting for a call.
14. (A) She's difficult to understand.  
(B) She gives longer assignments than Professor Brown.  
(C) Her lectures are interesting.  
(D) Her class meets more often than Professor Brown's.
15. (A) The exam had more sections than she expected.  
(B) She was surprised that the exam was so difficult.  
(C) Part of the exam was easier than she expected.  
(D) She didn't have time to study for the exam.
16. (A) He's only finished half of his lunch.  
(B) He's going to eat soon.  
(C) He'll continue to work until he finishes.  
(D) He'll start working half an hour from now.

17. (A) The bank was closed when she got there.  
(B) The bank stayed open later than usual.  
(C) She was able to do her banking.  
(D) She didn't have enough time to go to the bank.
18. (A) The man has to sign his name.  
(B) The woman will give the man an information kit.  
(C) The woman can't find the list.  
(D) The man has already paid to attend the conference.
19. (A) She doesn't know the way.  
(B) The café is near the information desk.  
(C) The man should get his own map.  
(D) The café isn't marked on the map.
20. (A) He'd like to get a ride from the woman.  
(B) He lives very near the woman.  
(C) He doesn't want to go downtown.  
(D) He thinks the woman is going the wrong way.
21. (A) He'll see the woman at the dentist's office.  
(B) He'll miss seeing the woman at work.  
(C) He'll try to make arrangements for the woman.  
(D) He'll schedule a different dental appointment.
22. (A) The woman should avoid getting cold.  
(B) It's easy to get sick in cold weather.  
(C) The woman should get more rest.  
(D) Dressing warmly can prevent illness.
23. (A) The man won't be ready for tonight's class.  
(B) The man will not be able to go to the store before class.  
(C) She'll take the man to the mall tonight.  
(D) The class schedule has been changed.
24. (A) Richard often goes home early.  
(B) The woman expected Richard to be at home.  
(C) Richard should not leave work early.  
(D) The woman called Richard 30 minutes ago.

25. (A) She doesn't have time to buy groceries now.  
(B) The store will probably go out of business soon.  
(C) She hopes the store hasn't already closed.  
(D) The store on the corner has inconvenient hours.
26. (A) The man's house has no electricity.  
(B) The TV's plug might be broken.  
(C) The man can't afford to fix the TV.  
(D) The TV might not need to be fixed.
27. (A) Get a new computer for the woman.  
(B) Ask Gary to move the woman's furniture.  
(C) Find out if a bigger office is available.  
(D) Request a new chair for the woman.
28. (A) The supervisor hasn't explained what he needs to do.  
(B) His work is viewed favorably.  
(C) He's impressed by his supervisor.  
(D) His back problems have affected his work recently.
29. (A) The slide projector has been repaired.  
(B) The room is ready for the meeting.  
(C) He'll take care of the slide projector after lunch.  
(D) Everyone is waiting for the meeting to begin.
30. (A) Wear a blue jacket.  
(B) Dress warmly.  
(C) Wear something cool.  
(D) Wear cotton pants.

## Section 1, 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 in your test book.



31. (A) To get help in finding a new college.  
(B) To change his major.  
(C) To fill out an application for college.  
(D) To find out how to change dormitories.
32. (A) A small school does not offer a wide range of courses.  
(B) His tuition will not be refunded.  
(C) Changing majors involves a lot of paperwork.  
(D) He may not be able to transfer all his credits.
33. (A) He doesn't like his professors.  
(B) His classes are too difficult.  
(C) He can't transfer his credits from his previous school.  
(D) He doesn't get along with his roommate.
34. (A) The registrar's office.  
(B) The admissions office.  
(C) The housing office.  
(D) The math department.
35. (A) She has won a literary award.  
(B) She has been profiled in a literary journal.  
(C) Her novel has sold very well.  
(D) Her contract with a publisher has been extended.
36. (A) A criminal.  
(B) A poet.  
(C) A radio announcer.  
(D) A police officer.
37. (A) To learn more about her research findings.  
(B) To learn how she writes so many books.  
(C) To find out how she learned to write poetry.  
(D) To find ways to improve his own writing.
38. (A) To take notes for newspaper articles.  
(B) To keep track of the number of hours she spends writing.  
(C) To record ideas she has when she is not at her desk.  
(D) To document evidence for a police investigation.

## Section 1, 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.

Here is an example:

On the recording, you hear:

**Sample Answer**

(A) (B) ● (D)

Now listen to a sample question:

In your book, you read:

- (A) To demonstrate the latest use of computer graphics.
- (B) To discuss the possibility of an economic depression.
- (C) To explain the workings of the brain.
- (D) To dramatize a famous mystery story.

The best answer to the question, "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct answer is (C).

Now listen to another sample question:

**Sample Answer**

(A) (B) (C) ●

In your book, you read:

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

Remember, you are **not** allowed to take notes or write in the test book.

39. (A) Preparing for a hurricane.  
(B) Damage caused by a hurricane.  
(C) Coastal weather patterns.  
(D) Evacuation procedures.
40. (A) The navy.  
(B) A government weather agency.  
(C) State police headquarters.  
(D) A local shelter.
41. (A) Cover windows.  
(B) Buy a supply of food and water.  
(C) Locate the nearest shelter.  
(D) Leave coastal areas.
42. (A) Gas stations might not be open.  
(B) Fuel might increase in price.  
(C) They may need to drive neighbors to shelters.  
(D) There may be long lines at the gas stations.
43. (A) The economic impact of mail delivery on rural areas.  
(B) A comparison of urban and rural mail delivery.  
(C) Government mail delivery in cities.  
(D) The introduction of mail delivery in rural areas.
44. (A) It was paid for by the United States Congress.  
(B) It was run by private companies.  
(C) It was regulated by the government.  
(D) It was mainly for farmers.
45. (A) Many post office locations were inconvenient.  
(B) Bad roads delayed mail delivery.  
(C) The postal rates were too high.  
(D) There were not enough mail carriers to deliver mail.
46. (A) They were indifferent to it.  
(B) They thought it should have been done long before.  
(C) They thought it was unnecessary.  
(D) They thought it had to be accepted despite its cost.
47. (A) The properties of quartz crystals.  
(B) A method of identifying minerals.  
(C) The life of Friedrich Mohs.  
(D) A famous collection of minerals.

48. (A) Its estimated value.  
(B) Its crystalline structure.  
(C) Its chemical composition.  
(D) Its relative hardness.
49. (A) Collect some minerals as homework.  
(B) Identify the tools he is using.  
(C) Apply the information given in the talk.  
(D) Pass their papers to the front of the room.
50. (A) When it is scratched in different directions.  
(B) When greater pressure is applied.  
(C) When its surface is scratched too frequently.  
(D) When the tester uses the wrong tools.

**This is the end of Section 1.**

**Stop work on Section 1 now.**

**Press play on the audio file.**

**Read the directions for Section 2 and begin work.**

**DO NOT read or work on any other section of the test during the next 25 minutes.**

# Section 2: Structure and Written Expression

**Time: 25 minutes, including the reading of directions**

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

## Structure

**Directions:** Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the **one** word or phrase that best completes the sentence. 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.

### Example I

### Sample Answer

(A)  (B)  (C)  (D)

Geysers have often been compared to volcanoes \_\_\_\_\_ they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from beneath the Earth's surface." Therefore, the correct choice is (B).

### Example II

### Sample Answer

(A)  (B)  (C)  (D)

During the early period of ocean navigation, \_\_\_\_\_ any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read, “During the earlier period of ocean navigation, there was hardly any need for sophisticated instruments and techniques.” Therefore, the correct answer is (D).

**Now begin work on the questions.**

1. Since the early 1950's, \_\_\_\_\_ throughout the world has more than doubled.  
(A) the demand for food  
(B) there is demand for food  
(C) if food is in demand  
(D) food, a demand that
2. Even though he did not attend school until he was twelve, Dr. Samuel C.C. Ting was \_\_\_\_\_ the Nobel Prize in Physics in 1976.  
(A) won  
(B) the winning  
(C) the winner of  
(D) to be won
3. Gas particles move \_\_\_\_\_ when the gas is hot than when it is cold.  
(A) fast  
(B) faster  
(C) as fast  
(D) fastest
4. The different colors of \_\_\_\_\_ the different temperatures of the stars' surfaces.  
(A) the stars indicate  
(B) indicating stars  
(C) the indication that the stars  
(D) stars indicating that
5. As a country develops from an agricultural to an industrial economy, the attitudes, values, structures, and functions of the family \_\_\_\_\_.  
(A) the change  
(B) which change  
(C) change  
(D) changing
6. Only a few sounds produced by insects are heard by humans \_\_\_\_\_ most of the sounds are pitched either too low or too high.  
(A) in spite of  
(B) because  
(C) as a result of  
(D) instead of
7. The ordinary chair \_\_\_\_\_ in countless shapes, sizes, styles, and materials.  
(A) has been made  
(B) to be made  
(C) is making  
(D) been making
8. For 125 years after \_\_\_\_\_ initial use at Harvard in 1642, the Bachelor of Arts degree was the only degree awarded by colleges in the United States.  
(A) its  
(B) it was  
(C) being  
(D) when

9. Since the Sun illuminates half the surface of the Moon, only half the surface \_\_\_\_\_ can be seen from the Earth.
- (A) most
  - (B) much
  - (C) with more
  - (D) at most
10. The novels of Constance Fenimore Woolson, \_\_\_\_\_, have special interest for their regional settings.
- (A) in a nineteenth-century writer
  - (B) a nineteenth-century writer
  - (C) the nineteenth-century writing
  - (D) wrote about the nineteenth century
11. \_\_\_\_\_ Oklahoma is important as a farming state, it is even more important for its rich oil deposits.
- (A) By
  - (B) Although
  - (C) In order for
  - (D) Concerning
12. No animal seems \_\_\_\_\_ on a diet of peat moss.
- (A) survived
  - (B) can survive
  - (C) of surviving
  - (D) able to survive
13. The upper part in a harmonic arrangement \_\_\_\_\_ by mixed voices is usually written for a soprano voice.
- (A) to be sung
  - (B) as singing
  - (C) to be singing
  - (D) was sung
14. The first school \_\_\_\_\_ the state of Washington was opened at old Fort Vancouver in 1832.
- (A) is now
  - (B) is that in
  - (C) what is that
  - (D) in what is now
15. Radio, \_\_\_\_\_, developed from the theories and experiments of many people.
- (A) like other many inventions
  - (B) like many other inventions
  - (C) inventions like many other
  - (D) many other like inventions



## Written Expression

**Directions:** In questions 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C) and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. 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.

### Example I

### Sample Answer

A  B  C  D

Guppies are sometimes call rainbow fish because of the males' bright colors.

A

B

C

D

The sentence should read, "Guppies are sometimes called rainbow fish because of the males' bright colors." Therefore, you should choose (A).

### Example II

### Sample Answer

A  B  C  D

Serving several term in Congress, Shirley Chisholm became an important United States

A

B

C

politician.

D

The sentence should read, "Serving several terms in Congress, Shirley Chisholm became an important United States politician." Therefore, you should choose (B).

**Now begin work on the questions.**

16. While attempting to fly hers plane around the world in 1937, Amelia Earhart  
 A B C  
mysteriously disappeared.  
 D
17. Richard Wright's *Uncle Tom's Children*, a collection of short stories, were a  
 A B  
 critical success when it appeared in 1938.  
 C D
18. The principle on which the boat called a hydrofoil is designed is identically to  
 A  
 that demonstrated by an airplane wing moving through air.  
 B C D
19. Migrating butterflies can travel long distant over water.  
 A B C D
20. During a early period in the settlement of the western United States, pioneers  
 A  
 claimed parts of the wilderness by marking trees to establish a boundary.  
 B C D
21. All digital computers use binary, or two-valued, digits instead than decimal, or  
 A B C  
 ten-valued, digits to represent and store data.  
 D
22. An ambassador serves as a nation's highest-ranking diplomacy in another  
 A B C  
country.  
 D
23. Early adolescence is a developmental phase consisting of rapid changes in  
 A B C  
 behavior, psychological, and hormones.  
 D
24. Knowledge from the frontiers of research genetic will increasingly pose difficult  
 A B C  
 problems for policy makers and for society in general.  
 D

25. Pictures called glass mosaics are made by setting small pieces of colors glass into fresh plaster.  
 A B C D
26. Approximately every nineteen month Venus and the Sun reach their greatest angular separation in the solar system.  
 A B C D
27. Anthropologists recently have found evidence that, centuries ago, Inuits used to entering their subterranean homes through tunnels, which helped keep the cold out and the heat in.  
 A B C D
28. The tree porcupine is found in wooded areas throughout most from North America.  
 A B C D
29. To date, only a small percentage of all glass manufactured in the United States is recycled, but markets for recycled glass that are growing steadily.  
 A B C D
30. The oceans are the major source of the atmospheric moisture that is obtained through evaporator.  
 A B C D
31. Only those insects with high developed, multilensed eyes have good color vision.  
 A B C D
32. The Earth's atmosphere functions much like a giant greenhouse, admitting sunlight between outer space but preventing heat from escaping.  
 A B C D
33. The almond tree which produces the oldest species of nut and is the most widely grown of all nut trees.  
 A B C D

34. Fran Tannenbaum, a paleontology student doing summer fieldwork, found a completely seventy-five-million-year-old fossil egg near Chateau, Montana.  
A B C D
35. Fencing, originally developed as a sport in fourteenth century, was included in the first modern Olympic Games of 1896.  
A B C D
36. Depth within ancient tombs, 3,000-year-old peanuts have been found alongside mummies.  
A B C D
37. Art Nouveau developed in the 1890's when artists did a conscious effort to break with what they regarded as worn-out formulas of the past.  
A B C D
38. The most widely cultivated all of fruit trees, the apple is second only to the grape in its importance as a temperate-zone fruit.  
A B C D
39. Pawnbroking, or making loans to customers who pledge personal or household goods as security, is one of the oldest trade known.  
A B C D
40. Of 1901 to 1914, acclaimed actor Douglas Fairbanks appeared on stage in a series of light comedies.  
A B C D

**This is the end of Section 2.**

**If you finish in less than 25 minutes, check your work on Section 2 only.  
 DO NOT read or work on any other section of the test.**

At the end of 25 minutes, go on to Section 3.

Use exactly 55 minutes to work on Section 3.

## Section 3: Reading Comprehension

Time: 55 minutes, including the reading of the directions

Now set your clock for 55 minutes.

**Directions:** In this section you will read several passages. Each passage is followed by several questions about it. For questions 1-50, you are to choose the **one** best answer, (A), (B), (C) or (D), to each question. 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.

Answer all questions following a passage on the basis of what is **stated** or **implied** in the passage.

### Read the following sample passage:

Line  
5

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

### Example 1

### Sample Answer

(A) (B) ● (D)

What is the main idea of the passage?

- (A) In modern society, we must take more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

## Example II

## Sample Answer

(A) (B) (C) ●

In line 5, the phrase “this tradition” refers to

- (A) the practice of starting the business day at dawn
- (B) friendly relations between neighbors
- (C) the railroad’s reliance on time schedules
- (D) people’s agreement on the measurement of time

The phrase “this tradition” refers to the preceding clause, “people have been in rough agreement with their neighbors as to the time of day.” Therefore, you should choose (D).

**Now begin work on the questions.**

**No test material on this page.**

## Questions 1-10

The ballpoint pen is the universal writing instrument of the twentieth century. When the tiny metal ball at the writing tip is drawn across a sheet of paper, it rotates within a housing at the end of an ink reservoir and is coated with ink, which it transfers to the paper.

Line

5

The first ballpoint pen was invented by John Loud in 1888. Loud has been working on a design for a nonleaking pen to mark leather and fabrics and, although his cumbersome design was similar in essence to the modern item, it was never manufactured in large quantities and the patent was allowed to expire. The first workable design was patented in 1938 and became widely accepted in 1942 when the United States Army required a pen that would not leak in high-flying aircraft.

10

The ball of the pen is fitted into a socket so that it rotates freely. Several internal ducts in the socket feed ink to the ball; the other end of the socket is fitted onto a metal or plastic tube that contains the ink. When the ball is pressed on paper and moved, the capillary action draws the ink from the reservoir. In effect, the ball functions as a valve to prevent overflow, and on rotation it acts as a suction pump drawing out the ink.

15

One problem was that as some of the ink ran out, a partial vacuum was formed between the back of the ball and ink reservoir, which cut off the supply. This was solved by making a small hole at the far end of the reservoir. As the ink at the tip is sucked out, more ink from the tube is drawn into the socket to fill its place, the vacuum being prevented by air that is drawn through the vent.

20

Disposable ballpoints have improved considerably in efficiency and reliability since 1938. Further improvements made recently include the production of a pen that writes at any angle, even upside down, and the development of a new ink that is erasable.

25



1. The word “it” in line 2 refers to
  - (A) paper
  - (B) ink reservoir
  - (C) writing instrument
  - (D) ball
2. The word “housing” in line 3 is closest in meaning to
  - (A) point
  - (B) residence
  - (C) case
  - (D) orbit
3. It can be inferred from the passage that there was interest in designing a new type of pen because the old ones
  - (A) were too big
  - (B) were expensive
  - (C) leaked
  - (D) cracked
4. The word “expire” in line 8 is closest in meaning to
  - (A) end
  - (B) change
  - (C) copy
  - (D) expand
5. It can be inferred that the ballpoint pen first gained popularity among
  - (A) military personnel
  - (B) businesspeople
  - (C) scientists
  - (D) artists
6. Which of the following statements is true of the ball in a ballpoint pen?
  - (A) It is fitted directly into the tube.
  - (B) It controls the flow of ink.
  - (C) It has a small hole.
  - (D) It contains a reservoir of ink.
7. The author mentions a “suction pump” in line 17 to indicate a function of the
  - (A) reservoir
  - (B) plastic tube
  - (C) socket
  - (D) ball
8. The word “which” in line 19 refers to
  - (A) supply
  - (B) back of the ball
  - (C) partial vacuum
  - (D) ink reservoir
9. What was the purpose of the small hole mentioned in line 20?
  - (A) To drain off excess ink
  - (B) To improve ink flow to the tip of the pen
  - (C) To reduce the amount of air in the pen
  - (D) To allow the reservoir to be refilled

10. Until recently one limitation of ballpoint pens was
- (A) their inability to function upside down
  - (B) the cost of replacing empty reservoirs
  - (C) the fragility of the point
  - (D) corrosion due to the ink

**Section 3 continues. Turn the page and read the next passage.**

## Questions 11-20

By the 1920's in the United States, great change had been made in daily life by an accumulation of inventions that had been produced in increasing numbers since the Civil War. These technological innovations created what, in effect, was a social revolution.

Line

5

Improvements in communications served to knit more closely citizens of diverse ethnic and political backgrounds. Rapid printing presses, typesetting devices, and page-plate processes made printed matter more widely accessible. The telephone simplified person-to-person communication. The phonograph, the silent motion picture, the radio, and the sound picture for the first time made auditory and visual impact simultaneously possible over the whole country and had the inevitable, and perhaps undesirable, effect of establishing a trend to national conformity in thought and feeling. One could call this revolution the nationalization of thought and taste.

10

15

Improvements in transportation made all parts of the country less remote from each other when measured by the time required to go from one place to another. Bicycles and trolleys put the nation on wheels. Then the automobile provided the means for speed and mobility, now so dear to Americans, and brought a demand for better highways. By the 1920's cargo trucks were beginning to cut into railroad revenues, and the latest wonder, the airplane, was a fairly common sight.

20

The transport revolution was made possible by the development and perfection of new engines and motors. The internal-combustion engine, using gasoline or oil, could be built in compact power units admirably suited to automobiles, aircraft, and boats. The use of electricity, generated by water power or coal-burning plants, simplified the problems of mechanical power for industrial use and made electrical illumination commonplace in cities, indoors and out. Electricity also powered an increasing variety of domestic appliances.

25

11. The passage focuses on the United States in the 1920's primarily in terms of the
- (A) creativity of American inventors
  - (B) decline in social relationships
  - (C) influence of technology on society
  - (D) negative side of technological progress
12. The word "knit" in line 5 is closest in meaning to
- (A) unite
  - (B) attract
  - (C) inform
  - (D) study
13. The word "accessible" in line 7 is closest in meaning to
- (A) understandable
  - (B) read
  - (C) printed
  - (D) available
14. According to the author, expanded communications led to a decrease in
- (A) individuality
  - (B) travel
  - (C) patriotism
  - (D) entertainment
15. The words "each other" in line 15 refer to
- (A) improvements in transportation
  - (B) parts of the country
  - (C) bicycles and trolleys
  - (D) better highways
16. The word "mobility" in line 17 is closest in meaning to
- (A) excitement
  - (B) movement
  - (C) modernity
  - (D) control
17. According to the passage, which of the following modes of transportation was negatively affected by motor vehicles?
- (A) Trolleys
  - (B) Bicycles
  - (C) Trains
  - (D) Airplanes
18. The passage suggests that a major advantage of the internal-combustion engine was its
- (A) safety
  - (B) size
  - (C) durability
  - (D) price

19. The author identifies all of the following as contributors to the “social revolution” of the 1920’s EXCEPT
- (A) improved communication
  - (B) improved transportation
  - (C) improvements resulting from electricity
  - (D) improvements in the arts
20. Where in the passage does the author give an example of a technological advance that led to a demand for improvement in another area?
- (A) Lines 6-7
  - (B) Lines 16-17
  - (C) Lines 21-23
  - (D) Line 26

**Section 3 continues. Turn the page and read the next passage.**

## Questions 21-30

*Line* Astronomers have long used direct photography to gather large amounts of  
information from telescopes. To do this, they have special light-sensitive coatings  
on glass plates, whose size depends on the type of telescope employed. Certain  
5 wide-field telescopes commonly required very large glass plates. These plates do  
not bend, can be measured accurately, and can preserve information over a long  
period of time, providing a record that an astronomer at a later time can examine.  
However, even though long time exposures increase the amount of light striking  
the plate so that very faint objects in the sky eventually show up clearly, even the  
10 most sensitive plates convert only a small percent of the photons striking them  
into an image. For this reason, photography cannot make very efficient use of  
short time exposures on a telescope. Despite this inefficiency, photography is still  
very useful because it works as a two-dimensional detector covering a large area  
at a telescope's focus. Hence, the information contained in a single photograph  
can be enormous, especially when the photograph is taken with wide-field  
15 telescopes.

Today, the technology of newer radio and x-ray telescopes has allowed  
astronomers to view images otherwise invisible to the eye, and direct  
photography is now used less often to gather images. Today's astronomers can  
study an enhanced view of a telescope's focus on a television monitor; and in  
20 most cases, the data can later be converted by computer into digital form. This  
procedure, called image processing, plays a central role in astronomy today.  
Using false colors, the computer can display images of information otherwise  
undetectable to the unaided eye. These colors are false in the sense that they are  
not the actual colors of the object in the visual range of the spectrum. Rather,  
25 they are codes to a specific property, such as the x-ray emissions from stars.



21. What is the main topic of the passage?
- (A) The use of false colors in image processing
  - (B) The use of wide-field telescopes in astronomy
  - (C) New astronomical theories
  - (D) Methods used by astronomers to obtain information
22. The word “employed” in line 3 is closest in meaning to
- (A) measured
  - (B) inspected
  - (C) used
  - (D) purchased
23. The word “efficient” in line 10 is closest in meaning to
- (A) productive
  - (B) frequent
  - (C) objective
  - (D) visible
24. Which of the following is NOT mentioned as an advantage of glass-plate photographs?
- (A) They can be measured accurately.
  - (B) They can capture the images of faint objects.
  - (C) They can be stored for a long time.
  - (D) They can be processed quickly.
25. Astronomers most probably use direct photography less frequently today than in the past because
- (A) glass plates are no longer available
  - (B) only a small amount of information is contained in a single photograph
  - (C) alternate ways of observing images have been developed
  - (D) photographic data deteriorates quickly
26. What is image processing?
- (A) The process of light waves striking a glass plate
  - (B) A way to produce images more quickly
  - (C) A reevaluation of old photographs
  - (D) A way computers can present data for analysis
27. The word “undetectable” in line 23 is closest in meaning to
- (A) immense
  - (B) inferior
  - (C) imperceptible
  - (D) intolerable

28. Why do computer-generated images use false colors?
- (A) The real objects are too bright to look at.
  - (B) The computer screens have a limited range of colors.
  - (C) The properties represented in the image are not otherwise visible.
  - (D) The colors are used to convert black-and-white photographs.
29. Why does the author mention “x-ray emissions” in line 25?
- (A) To discuss the measurement of energy flow
  - (B) To emphasize the precision of direct photography
  - (C) To provide an example of what false colors represent
  - (D) To compare the properties of color and movement
30. Where in the passage does the author mention a disadvantage of photography?
- (A) Lines 1-3
  - (B) Lines 7-11
  - (C) Lines 18-21
  - (D) Lines 24-25

**Section 3 continues. Turn the page and read the next passage.**

### Questions 31-39

The artistic movement known as Impressionism was first identified in 1874 when a group of artists, dissatisfied with the reception of their works by the academic art establishment of their period, chose to hold a separate exhibition of their paintings.

Line

5

Despite obvious differences in style, all of these painters were connected by an ability to catch a moment and preserve it on canvas, and in their belief in the importance of that moment. They readily accepted and made use of the technological advances available to them, and in the end became recognized as proponents of one of the most significant movements in the history of art, a movement that produced an aesthetic revolution in art.

10

Several technological breakthroughs were responsible, to some degree, for the creation and execution of the new Impressionist style. One of these was the invention of a new brush that gave artists greater control. Another useful invention was the collapsible tin tube. This easily reclosed container preserved the oil paint in a stable condition without altering the color. It was a great improvement over animal bladders, which had been used for centuries to hold oil paint. The new tube was portable and made it possible for artists to work outside. This freedom made it possible for Impressionist paintings to “capture the moment,” giving them a feeling of immediacy.

15

20

Another innovation was color. Nineteenth-century chemists had created a new palette of colors, derived from cola tar and other substances. These were first used by textile manufacturers and then adopted by artists. They included some of the brighter colors – new shades of blue, green, and yellow, whose tones gave the Impressionist paintings their characteristic shimmering quality.

- 31.** What did the group of Impressionist artists do in 1874?
- (A) They radically changed their style of painting.
  - (B) They held their own exhibition.
  - (C) They adopted new techniques and technologies.
  - (D) They refused to paint anything that year.
- 32.** The word “it” in line 6 refers to
- (A) style
  - (B) moment
  - (C) ability
  - (D) canvas
- 33.** The word “readily” in line 7 is closest in meaning to
- (A) purposely
  - (B) cautiously
  - (C) cleverly
  - (D) eagerly
- 34.** According to the passage, Impressionism is regarded historically as
- (A) a significant, revolutionary movement
  - (B) an innovative yet minor style
  - (C) an unenlightened, radical phase
  - (D) a traditional form of nineteenth-century painting
- 35.** In line 15 the word “It” refers to
- (A) container
  - (B) condition
  - (C) oil paint
  - (D) color
- 36.** Which of the following words does NOT refer to something that holds paint?
- (A) Bladder
  - (B) Tube
  - (C) Condition
  - (D) Container
- 37.** What contribution did chemists make to the Impressionist movement?
- (A) New textiles
  - (B) Better canvases
  - (C) Additional colors
  - (D) Tin tubes
- 38.** It can be inferred that Impressionist paintings differed from other nineteenth-century paintings in terms of which of the following?
- (A) The size of the canvas
  - (B) The brightness of the colors
  - (C) The value of the painting
  - (D) The talent of the artists

39. Where in the passage does the author mention two new technologies available to artists in the nineteenth century?
- (A) First paragraph
  - (B) Second paragraph
  - (C) Third paragraph
  - (D) Fourth paragraph

**Section 3 continues. Turn the page and read the next passage.**

## Questions 40-50

Line Radiocarbon dating and tree-ring dating, in combination, have provided  
5 a very powerful tool to establish a time spectrum for more recent dates in the  
past. The initial idea for dating by tree rings can be traced back to 1811. Modern  
scientific tree-ring dating, dendrochronology, stems from pioneering work in  
early 1900's.

10 Usually, but not always, trees produce one ring each year. This ring is formed  
by the cambium, which lies between the old wood and the bark. In spring,  
wood cells with large lumens are manufactured, but in summer and autumn,  
the cells become smaller and more thick-walled until with the onset of winter  
the production of a new cell stops. The same process is repeated the following  
year. In this way a year's growth (annual ring) is imprinted as new wood. The  
demarcation line between summer and autumn wood of the previous year, with  
its characteristic small cells, and the spring wood of the year following, with its  
large cells, enables annual rings to be counted relatively easily.

15 Growth rings, however, are not always the same thickness. They vary for  
several reasons. Environmental factors rigidly control the degree of growth of an  
annual ring or determine whether, in fact, an annual ring appears at all in any  
particular year. Thus in a specific locale or, more accurately, a specific climatic  
province, tree-ring counts will reflect climatic conditions and variations due to  
20 inequalities of climate from year to year. In years with abnormal drought, for  
example, narrow rings are produced and sometimes no ring at all. In this way a  
fossil record is imprinted for as long as the wood remains intact. From this pattern  
a historical template can be constructed to correlate one set of growth rings in  
one tree with a set of growth rings in another tree or piece of timber.

25 Another important factor is that tree-ring growth varies with age of the tree.  
As the tree matures, the rings become narrower, and this results in the central  
rings being wider than those on the outer part of the tree.



40. What does the passage mainly discuss?  
(A) The effect of drought on tree-ring growth  
(B) The history of dating trees  
(C) The problems of tree-ring dating  
(D) The formation of growth rings in trees
41. The word “stems” in line 4 is closest in meaning to  
(A) distinguishes  
(B) recovers  
(C) derives  
(D) returns
42. The approximate age of a tree can be determined by  
(A) counting the rings  
(B) analyzing the structure of the cells  
(C) examining the cambium  
(D) measuring the width of the rings
43. The word “onset” in line 9 is closest in meaning to  
(A) beginning  
(B) coldness  
(C) difficulty  
(D) darkness
44. The word “enables” in line 14 is closest in meaning to  
(A) combines  
(B) forces  
(C) encourages  
(D) allows
45. The word “They” in line 15 refers to  
(A) large cells  
(B) growth rings  
(C) several reasons  
(D) environmental factors
46. According to the passage, the production of rings from year to year in any given tree is  
(A) random  
(B) predetermined  
(C) variable  
(D) accelerated
47. The word “reflect” in line 19 is closest in meaning to  
(A) indicate  
(B) affect  
(C) confuse  
(D) limit
48. A narrow growth ring between two wide growth rings would probably indicate  
(A) an unusually warm winter  
(B) the death of an old tree  
(C) unfavorable climatic conditions during a single year  
(D) wood cells that had grown to be very large
49. Which of the following terms is defined in the passage?  
(A) dendrochronology (line 4)  
(B) lumens (line 8)  
(C) drought (line 20)  
(D) template (line 23)

50. The phrase “this pattern” in line 22 refers to
- (A) the change of seasons
  - (B) different climates in different places
  - (C) the destruction of trees and forests
  - (D) variation in the thickness of tree rings

**This is the end of Section 3.**

**If you finish in less than 55 minutes, check your work on Section 3 only.  
Do NOT read or work on any other section of the test.**

When you are ready to check your answers, use the answer key on page 94 of this booklet to determine which questions you answered correctly and incorrectly.

# ***Practice Test B***

# Section 1: Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special instructions for each part. Answer all the questions on the basis of what is stated or implied by the speakers.

## Section 1, 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 conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test 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.

**Here is an example:**

**Sample Answer**

(A)  (B)  (C)  (D)

On the recording, you hear:

In your booklet, you read: (A) He doesn't like the painting either.  
(B) He doesn't know how to paint.  
(C) He doesn't have any paintings.  
(D) He doesn't know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct choice is (A).

1. (A) Stay home for a while.  
(B) Find easier classes.  
(C) Take fewer courses in the future.  
(D) Look downstairs to find the classroom.
2. (A) Joyce used it.  
(B) Bill took it.  
(C) Joyce fixed it.  
(D) Bill lost it.
3. (A) Get some rest now and write the paper later.  
(B) Read the paper before she rests.  
(C) Wait and work on the paper the following day.  
(D) Write the paper now before it's too late.
4. (A) The man should take home some souvenirs.  
(B) She will make a reservation for the man.  
(C) The man should relax at home.  
(D) She can give the man some information.
5. (A) He agrees with the woman.  
(B) He hasn't been here this week.  
(C) He likes hot weather.  
(D) He doesn't know what the temperature is.
6. (A) She doesn't like pizza.  
(B) She'd rather stay home.  
(C) She doesn't like the man's idea.  
(D) The man prefers to try new restaurants.
7. (A) Wait until Friday to buy a ticket.  
(B) Buy a ticket as soon as possible.  
(C) See the play on a different night.  
(D) Invite a friend to the play.
8. (A) He usually leaves at five.  
(B) He's glad it's finally five o'clock.  
(C) He thought it was earlier.  
(D) He knew the clock was inaccurate.
9. (A) He doesn't feel like waiting in line today.  
(B) Sandwiches will be served at the restaurant he chose.  
(C) The cafeteria menu doesn't appeal to him.  
(D) He only made plans for the two of them.
10. (A) It is a small table.  
(B) It was expensive.  
(C) He didn't expect it to be so large.  
(D) He doesn't know how much it cost.

11. (A) It had already taken place.  
(B) All the graduates would return.  
(C) It would be held on campus.  
(D) It was scheduled for a different date.
12. (A) When the man can pick up the prescription.  
(B) The name of the man's doctor.  
(C) In what form the man wants the medicine.  
(D) For what illness the medicine was prescribed.
13. (A) She doesn't need the man's money.  
(B) She's willing to lend the man some money.  
(C) She'll buy the man a new wallet.  
(D) She'll give the man a ride home tonight.
14. (A) He doesn't understand what the woman said.  
(B) He's offended by what the woman said.  
(C) He's sorry he was late.  
(D) He needs to talk to the woman immediately.
15. (A) Ticket prices are generally lower on weeknights.  
(B) Foreign films are very popular.  
(C) Movie tickets have been discounted.  
(D) The theater is not very crowded.
16. (A) The man used to live on campus.  
(B) The man has trouble remembering names.  
(C) The woman has been on campus for several years.  
(D) The woman hasn't met many people yet.
17. (A) He doesn't mind that the plans were changed.  
(B) He thinks the woman might be angry with him.  
(C) He wants the woman to do him a favor.  
(D) He's upset because he has so much work to do.
18. (A) It will be held inside.  
(B) It will be canceled.  
(C) It will be postponed until the following Wednesday.  
(D) It will start in the backyard.

19. (A) Study for the math test.  
(B) Take flying lessons.  
(C) Stay home and relax.  
(D) Go to the basketball game.
20. (A) Charge the clothes.  
(B) Buy an extra pair of pants.  
(C) Have the pants altered.  
(D) Try on another suit.
21. (A) Separating different kinds of candies.  
(B) Tasting each type of candy before shipping it.  
(C) Writing down the size of each candy shipment.  
(D) Weighing each candy order.
22. (A) The man should take a week off.  
(B) The man is too demanding.  
(C) The man should stop worrying so much.  
(D) The man should see a doctor.
23. (A) He doesn't like the way the cabinets were installed.  
(B) Someone else installed the cabinets.  
(C) The cabinets have not been installed.  
(D) It was easy for him to install the cabinets.
24. (A) She is looking over a number of college catalogs.  
(B) She has applied to a college with a soccer team.  
(C) She hasn't chosen a college yet.  
(D) She can't decide if she wants to play soccer in college.
25. (A) He didn't know Jane.  
(B) He couldn't attend the fair.  
(C) He could drive to the craft fair.  
(D) He wanted to meet the woman at the fair.
26. (A) She and her brother miss each other very much.  
(B) She can't believe how often her brother calls.  
(C) She and her brother have been unable to contact each other.  
(D) She thinks it's the wrong day to call her brother.
27. (A) Make a pot of coffee for the woman.  
(B) Treat the woman to lunch.  
(C) Share his drink with the woman.  
(D) Make the woman some cocoa.

28. (A) The man should reserve a parking space.  
(B) The man has to pay the attendant before parking.  
(C) The man can park in the space only for a short time.  
(D) The man should look for another place to park.
29. (A) She doesn't know where the office is.  
(B) She thinks the man will pass the test.  
(C) Getting a driver's license has always been simple.  
(D) Getting a driver's license is complicated.
30. (A) Skip her class to attend the lecture.  
(B) Leave her class early to attend a lecture.  
(C) Accompany the man toward the lecture hall.  
(D) Meet her friends in the art building.



## Section 1, 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 test 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 in your test book.

31. (A) She needs a passport picture.  
(B) She wants him to retake her passport picture.  
(C) She needs help with her passport application.  
(D) She wants to get some film developed.
32. (A) The picture is more than one month old.  
(B) The person's face can't be clearly seen in the picture.  
(C) The picture wasn't taken by an official photographer.  
(D) The person hadn't gotten a haircut.
33. (A) To look the same as she usually does.  
(B) To match her student ID card.  
(C) To match her old passport picture.  
(D) To make her look more serious.
34. (A) It'll replace the one she lost.  
(B) She'll need extra pages for visas.  
(C) She thinks it's expensive.  
(D) She needs it quickly.
35. (A) Why science museums are boring.  
(B) Laboratory analysis of chemicals.  
(C) The value of hands-on science exhibits.  
(D) Ways to evaluate various smells.
36. (A) There was too much to see.  
(B) They thought it would be dull.  
(C) They didn't have time to go.  
(D) They had to write a report about it.
37. (A) They can help people learn science concepts.  
(B) They can be hard to figure out.  
(C) They are less interesting than traditional museum displays.  
(D) They can be used to train chemists.
38. (A) Visit a police lab.  
(B) Analyze other perfumes.  
(C) Talk to Dr. Carver about their observations.  
(D) Return to the museum.

## Section 1, 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 test 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.

### Here is an example:

### Sample Answer

(A) (B) ● (D)

On the recording, you hear:

Now listen to a sample question:

In your book, you read:

- (A) To demonstrate the latest use of computer graphics.
- (B) To discuss the possibility of an economic depression.
- (C) To explain the workings of the brain.
- (D) To dramatize a famous mystery story.

The best answer to the question "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct answer is (C).

Now listen to another sample question:

### Sample Answer

(A) (B) (C) ●

In your book, you read:

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).

Remember, you are **not** allowed to take notes or write in your test book.

39. (A) To encourage donations for a new park.  
(B) To discourage visitors from touching the animals.  
(C) To introduce people to a park.  
(D) To train new volunteers.
40. (A) They live in large herds.  
(B) They were once native to the area.  
(C) They've been domesticated.  
(D) They were once thought to be extinct.
41. (A) In large cages.  
(B) In a small, fenced enclosure.  
(C) In a setting similar to their natural habitat.  
(D) In climate-controlled buildings.
42. (A) Not all the animals may be visible.  
(B) Certain animals can only be seen in the winter.  
(C) Visitors should not get too close to the animals' cages.  
(D) Only a few people at a time can view the animals.
43. (A) To explain what he's going to talk about today.  
(B) To summarize the lecture he just gave.  
(C) To let students know what they'll be studying soon.  
(D) To suggest extra readings.
44. (A) The origins of jazz.  
(B) The instruments used in jazz.  
(C) The newest transformation of jazz.  
(D) The development of jazz recording companies.
45. (A) Their textbooks.  
(B) Jazz recordings.  
(C) Friends who are musicians.  
(D) Musical instruments.
46. (A) It is no longer a popular form of music.  
(B) It has only a small group of devoted fans.  
(C) It has undergone many changes over the years.  
(D) It is a Latin American music form.
47. (A) An English professor.  
(B) A reference librarian.  
(C) A member of the alumni association.  
(D) A computer salesperson.

48. (A) They raised the money to pay for the equipment.  
(B) They convinced the faculty the new equipment was needed.  
(C) They helped choose the databases.  
(D) They spent the summer setting up the computers.
49. (A) The date of the book's publication.  
(B) The full title of the book.  
(C) Whether the book is checked out.  
(D) The subject of the book.
50. (A) The system should be expanded soon.  
(B) People are going to find it difficult to use.  
(C) The library has plenty of computer workstations.  
(D) It will be useful for everyone.

**This is the end of Section 1.**

**Stop work on Section 1 now.**

**Press play on the audio file.**

**Read the directions for Section 2 and begin work.**

**DO NOT read or work on any other section of the test during the next 25 minutes.**

## Section 2: Structure and Written Expression

**Time: 25 minutes, including the reading of directions**

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

### Structure

**Directions:** Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the **one** word or phrase that best completes the sentence. 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.

#### Example I

#### Sample Answer

(A)  (B)  (C)  (D)

Geysers have often been compared to volcanoes \_\_\_\_\_ they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, "Geysers have often been compared to volcanoes because they both emit hot liquids from beneath the Earth's surface." Therefore, the correct choice is (B).

#### Example II

#### Sample Answer

(A)  (B)  (C)  (D)

During the early period of ocean navigation, \_\_\_\_\_ any need for sophisticated instruments and techniques.

- (A) so that hardly
- (B) when there hardly was
- (C) hardly was
- (D) there was hardly

The sentence should read, "During the earlier period of ocean navigation, there was hardly any need for sophisticated instruments and techniques." Therefore, you should choose (D).

**Now begin work on the questions.**

1. No spectacle in the universe is \_\_\_\_\_ than an exploding star.  
(A) impressive  
(B) as impressive  
(C) more impressive  
(D) the most impressive
2. The Allegheny and Monongahela rivers \_\_\_\_\_ in Pittsburgh, Pennsylvania, to form the Ohio River.  
(A) meet  
(B) meeting  
(C) for meeting  
(D) which meet
3. The horns of a rhinoceros continue \_\_\_\_\_ throughout its entire lifetime.  
(A) it grows  
(B) to grow  
(C) they grow  
(D) grow
4. Mathematics helps meteorologists to predict the weather more accurately, to calculate the speed of storms, and \_\_\_\_\_.  
(A) for the wind to blow determines  
(B) causes the wind blowing to determine  
(C) to determine what causes the wind to blow  
(D) determine the wind's blowing
5. \_\_\_\_\_ position of the planet Earth in relation to the Sun is always changing a little bit.  
(A) The  
(B) That the  
(C) It was the  
(D) There was a
6. Systems of phonetic writing are \_\_\_\_\_ at transcribing accurately any sequence of speech sounds.  
(A) the aim  
(B) aimed  
(C) who aims  
(D) by aiming
7. In photosynthesis, \_\_\_\_\_ through which green plants manufacture food, energy from direct sunlight is trapped by a substance called chlorophyll.  
(A) that the process  
(B) is a process  
(C) the process  
(D) in which the process
8. \_\_\_\_\_ and hard, ivory may be carved with great delicacy into intricate patterns.  
(A) Because of its density  
(B) Because it is dense  
(C) May be dense  
(D) Its density



9. A solar eclipse occurs when the Moon is between the Sun and the Earth, \_\_\_\_\_ shadow of the Moon moves across the face of the Earth.  
(A) and the  
(B) and it is the  
(C) that the  
(D) that it is the
10. The spectacularly beautiful and sultry voice of Lena Horne made her \_\_\_\_\_.  
(A) being a nationally celebrated vocalist  
(B) a vocalist was nationally celebrated  
(C) as nationally celebrated vocalist  
(D) a nationally celebrated vocalist
11. The existence of very long channels \_\_\_\_\_ into the deep-sea floor of the Atlantic and Pacific oceans has been well documented.  
(A) are cut  
(B) cuts  
(C) to cut  
(D) cutting
12. Lillian Wald's \_\_\_\_\_ lies in the field of public health nursing.  
(A) contribution was most distinctive  
(B) whose most distinctive contribution  
(C) most contributions are distinctive  
(D) most distinctive contribution
13. Fine rubies \_\_\_\_\_ of flaws are extremely rare and command high prices.  
(A) free  
(B) are free  
(C) which free  
(D) when are they free
14. In some parts of the world, not only \_\_\_\_\_ a form of entertainment, but it is also a means of communication.  
(A) whistling  
(B) is whistling  
(C) that whistling is  
(D) why is whistling
15. Invented in the 1780's, threshing machines enabled farmers to process grain \_\_\_\_\_ they could by hand.  
(A) than much faster  
(B) much than faster  
(C) much faster than  
(D) faster than much

## Written Expression

**Directions:** In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C) and (D). Identify the **one** underlined word or phrase that must be changed in order for the sentence to be correct. 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.

### Example I

### Sample Answer

A  B  C  D

Guppies are sometimes call rainbow fish because of the males' bright colors.  
A B C D

The sentence should read, "Guppies are sometimes called rainbow fish because of the males' bright colors." Therefore, you should choose (A).

### Example II

### Sample Answer

A  B  C  D

Serving several term in Congress, Shirley Chisholm became an important United  
A B C

States politician.  
D

The sentence should read, "Serving several terms in Congress, Shirley Chisholm became an important United States politician." Therefore, you should choose (B).

**Now begin work on the questions.**

16. Patients they suffer from common arthritis can be treated using heat, physical therapy, and aspirin.  
 A B C D
17. Forests contain more than merely tree; they also include smaller plants, such as mosses, shrubs, and wild flowers.  
 A B C D
18. The game of marbles, which originated in prehistoric times, is still played today in much lands.  
 A B C D
19. The modern racing bicycle is carefully engineered for safety, lightness, and reliable.  
 A B C D
20. On 1954 the United States Supreme Court ruled on the case of *Brown v. Board of Education*, declaring segregated education unconstitutional.  
 A B C D
21. Because glass objects are fragile, least have survived from ancient civilizations.  
 A B C D
22. An important effect that criticism can have on contemporary poets is the assurance that there is a growing interest their work.  
 A B C D
23. Music festivals, which date back as far as the mid-seventeenth century, have increased significantly in popular within the past few decades.  
 A B C D
24. Human skin is a complex, sensitive organ that serves many functions necessary for the maintain of life.  
 A B C D

25. Space photography and advanced measurement technology, including a laser reflector placed on the Moon, have possible made extremely precise measurements of the surfaces of the Earth.
26. The scale of the demographic change that are now occurring and that are projected for the near future is unprecedented in human history.
27. The paintings of artist Abraham Rattner are noted for their brilliant color, rich texture, and symbolic.
28. Between the high and low tides of marine coasts existing abundant and varied plant and animal life.
29. The total amount of water in the world's ecological system has remained the same than throughout the ages.
30. Butterflies and moths comprise the Lepidoptera order of insects found throughout most of the world.
31. The planet Neptune has two known satellites: one about the size with Earth's Moon, the other much smaller.
32. Harry Truman's victory over Thomas Dewey was one of the biggest surprise in the political history of the United States.
33. The narwhal resembles like other whales, but it has a long, spiral tusk growing from its head.

34. In exchange for requiring them to disclose the workings of their inventions, patents give inventors temporary, legally monopolies.  
A B  
C D
35. Lillian Gish is best known for her roles in such silently films as *The Birth of a Nation* and *Broken Blossoms*.  
A B C D
36. Oraibi, Arizona, built by the Hopi Indians during 1100's, is probably the oldest continuous inhabited settlement in the United States.  
A B  
C D
37. It may take several hundred years to build inch of topsoil.  
A B C D
38. Known for power, speed, and maneuverability, the goshawk has short wings and a long tail, enabling them to dodge branches in pursuit of prey.  
A  
B C D
39. Lubrication is essential in machinery because if the moving part of a machine come into direct contact with each other, friction interferes with motion.  
A B  
C D
40. One basic principle of international air law recognize a country's complete sovereignty over the airspace above its territory.  
A B  
C D

**This is the end of Section 2.**

**If you finish in less than 25 minutes, check your work on Section 2 only.  
 Do not read or work on any other section of the test.**

At the end of 25 minutes, go on to Section 3.

Use exactly 55 minutes to work on Section 3.

## Section 3: Reading Comprehension

Time: 55 minutes, including the reading of the directions

Now set your clock for 55 minutes.

**Directions:** In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the **one** best answer, (A), (B), (C) or (D), to each question. 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.

Answer all questions following a passage on the basis of what is **stated** or **implied** in the passage.

### Read the following sample passage:

Line  
5

The railroad was not the first institution to impose regularity on society, or to draw attention to the importance of precise timekeeping. For as long as merchants have set out their wares at daybreak and communal festivities have been celebrated, people have been in rough agreement with their neighbors as to the time of day. The value of this tradition is today more apparent than ever. Were it not for public acceptance of a single yardstick of time, social life would be unbearably chaotic: the massive daily transfers of goods, services, and information would proceed in fits and starts; the very fabric of modern society would begin to unravel.

### Example 1

### Sample Answer

(A) (B) ● (D)

What is the main idea of the passage?

- (A) In modern society, we must take more time for our neighbors.
- (B) The traditions of society are timeless.
- (C) An accepted way of measuring time is essential for the smooth functioning of society.
- (D) Society judges people by the times at which they conduct certain activities.

The main idea of the passage is that societies need to agree about how time is to be measured in order to function smoothly. Therefore, you should choose (C).

## Example II

## Sample Answer

A  B  C  D

In line 5, the phrase “this tradition” refers to

- (A) the practice of starting the business day at dawn
- (B) friendly relations between neighbors
- (C) the railroad’s reliance on time schedules
- (D) people’s agreement on the measurement of time

The phrase “this tradition” refers to the preceding clause, “people have been in rough agreement with their neighbors as to the time of day.” Therefore, you should choose (D).

**Now begin work on the questions.**

## Questions 1-9

Line Calvin Coolidge was President of the United States during the triumphant  
5 reign of prosperity that made the twenties “golden,” and this prosperity had very  
real roots. Although there had been a brief but sharp postwar depression in  
1920 and 1921, American industry made a quick recovery. Largely responsible  
10 for the industrial boom that followed was the introduction of new products into  
American life. For example, on the eve of the First World War, only half a million  
automobiles were being produced annually, but during the twenties production  
reached nearly five million units per year. Furthermore, the new auto industry  
15 created demands on older industries for products such as rubber, copper, glass,  
steel, and fabrics. It called for the building of paved roads across the nation  
and brought about the tremendous expansion of the oil and gasoline refining  
industries, along with the construction of thousands of gasoline stations, which  
broke out like a rash of measles over the countryside. Basic industries expanded  
as well – coal, steel, machine tools, clothing, and, most dramatically of all, the new  
electric power industry.

20 For the first time, average citizens were buying cars, radios (another new and  
booming industry), refrigerators, and a host of other new consumer products.  
The poor seemed to be getting richer, and certainly the rich were getting richer.  
For the well-to-do, the business civilization of the twenties seemed to promise all  
that could be expected “this side of paradise,” as F. Scott Fitzgerald titled one of his  
most popular novels. But paradise in the twenties had two sides. On the far side  
of paradise during the golden decade lived the majority of American farmers.



1. According to the passage, when did the United States experience a brief depression?
  - (A) In the late nineteenth century
  - (B) Before the First World War
  - (C) During the First World War
  - (D) In the early 1920's
2. The word "boom" in line 5 is closest in meaning to
  - (A) noise
  - (B) strike
  - (C) expansion
  - (D) market
3. The phrase "called for" in line 10 is closest in meaning to
  - (A) named
  - (B) required
  - (C) described
  - (D) considered
4. According to the passage, the growth in automobile production caused an increase in the demand for
  - (A) rubber
  - (B) mass produced clothing
  - (C) electric power
  - (D) radios
5. According to the passage, all of the following were relatively new in the 1920's EXCEPT
  - (A) steel
  - (B) radios
  - (C) automobiles
  - (D) refrigerators
6. The word "host" in line 17 is closest in meaning to
  - (A) entertainer
  - (B) representative sample
  - (C) business investment
  - (D) large number
7. It can be inferred from the passage that the characters in the novel *This Side of Paradise* are
  - (A) wealthy people
  - (B) industrious farmers
  - (C) creative writers
  - (D) average citizens
8. What can be inferred from the passage about farms in the United States in the 1920's?
  - (A) They experienced very rapid economic growth.
  - (B) They attracted workers from urban industrial centers.
  - (C) They benefited from a reduction in the price of gasoline.
  - (D) They were less prosperous than other businesses.
9. The paragraph following the passage most likely discusses
  - (A) the life of F. Scott Fitzgerald
  - (B) the cost of consumer goods
  - (C) the economic condition of farms
  - (D) popular novels of the 1920's

## Questions 10-19

The piano has always had a special place in music in the United States. Because one can play on it several notes at once, it can be used in substitution for a band. This quality has attracted composers; there has been far more music written for piano, or the keyboards in general, than for any other instrument. And because a piano can, in effect, accompany itself, for a century it has been the basic instrument for the playing of popular music.

This was especially so during the decades around the turn of the century. In the years before the First World War (1914-1918), most families in the United States felt it important to own a piano, no matter how poor they were. People who could play the piano were welcome visitors and were generally cajoled into playing the latest popular tunes.

But it was not just in the home that the piano flourished. It was the basic entertainment tool in cabarets, clubs, and restaurants, just as it is today. The piano, thus, was central to the social lives of people in the United States, and in the period between the Civil War (1861-1865) and the First World War, there grew up a considerable industry devoted to it: the popular music business, a huge trade in instructional schools and mail order lessons, and, of course, the selling of pianos themselves.

Inevitably a large corps of virtuoso professional piano players developed. These “professors” or “ivory ticklers” were not necessarily trained in the classical European tradition. Most, although not all, either were self-taught or studied with older ticklers who themselves had little experience with the classical tradition. Despite the lack of European-style training, many of these players possessed astonishing techniques that, if not well-suited to classical piano compositions, were exactly right for producing the showy effects with which these professors impressed audiences and competing pianists. Fast arpeggios, octave runs, and other great splashes up and down the keyboard were practiced endlessly.

These ticklers were the people who developed and popularized ragtime; it is no accident that the most popular music of the period was a piano form. And of course, when jazz came into fashion, they were caught up in this new music.

- 10.** What does the passage mainly discuss?  
(A) The parts of a piano  
(B) Kinds of pianos  
(C) Composers of piano music  
(D) The popularity of the piano
- 11.** The word “place” in line 1 is closest in meaning to  
(A) performance  
(B) region  
(C) position  
(D) arrangement
- 12.** The word “it” in line 2 refers to  
(A) piano  
(B) place  
(C) music  
(D) band
- 13.** The word “central” in line 14 is closest in meaning to  
(A) accessible  
(B) important  
(C) convenient  
(D) related
- 14.** Which of the following can be inferred from the passage about the piano industry between 1861 and 1914?  
(A) Fewer pianos were built.  
(B) Many people wanted to learn how to play the piano.  
(C) Other forms of keyboard instruments were invented.  
(D) Large bands began to replace pianos in clubs and restaurants.
- 15.** The word “virtuoso” in line 19 is closest in meaning to  
(A) youthful  
(B) dedicated  
(C) skilled  
(D) noble
- 16.** The word “themselves” in line 22 refers to  
(A) pianos  
(B) compositions  
(C) older ticklers  
(D) techniques

17. According to the passage, why were audiences amazed by the piano-playing of the ticklers mentioned in the third paragraph?
- (A) They played without looking at music.
  - (B) Their performances were very exciting.
  - (C) They were younger than most pianists.
  - (D) They were accompanied by a variety of other instruments.
18. Which of the following is NOT true of the professional piano players mentioned in the fourth paragraph?
- (A) They were trained in Europe.
  - (B) Their piano performances appealed to audiences.
  - (C) They usually received little formal training.
  - (D) They were more skilled at playing popular music than classical music.
19. The paragraph following the passage most probably discusses
- (A) classical piano music
  - (B) piano competitions
  - (C) piano instruction
  - (D) jazz piano music

**Section 3 continues. Turn the page and read the next passage.**

## Questions 20-29

Virtually every epoch of human civilization includes references to flight. From ancient winged deities to a score of myths, themes of flight occur repeatedly. There were undoubtedly sporadic attempts to achieve human flight, probably in imitation of birds. The first credible mention of such efforts appeared in a book written in 1250, which referred to an ornithopter, a winged machine strapped to a person's arms. Based on the flapping motion of a bird's wings, an ornithopter would require a good deal of muscular energy from the arms of its human operator. Since this was not a practical source of mechanical power, it could not fly.

With the age-old problem of suitable power sources impeding early experiments, the first person to leave the surface of the Earth did so in the eighteenth century in a balloon. The first balloons were buoyed into and kept up in the air with air itself – hot air. The Montgolfier brothers had observed that warm air rose, and reasoned that if they could capture it in a lightweight bag, the bag would rise along with anything attached to it. They experimented with several small linen bags lined with paper to help retain the hot air. The first free flight in a balloon was made in 1783, a 25-minute journey totaling 8 kilometers.

Practical heavier-than-air flight evolved from fixed-wing aircraft in the form of gliders, which are motorless aircraft that are launched from high places. Gliding itself dated from the year 1000, when a Benedictine monk reportedly launched himself from a tower and flew more than 400 meters. However, structural and stability problems seemed to frustrate gliding enthusiasts until the early nineteenth century. With the addition of propellers and engines in the early twentieth century, airplanes at last became a reality.

20. What does the passage mainly discuss?
- (A) Early drawings of flying machines
  - (B) The history of flight
  - (C) The various problems with ornithopters
  - (D) References to flight in ancient myths
21. The word “sporadic” in line 3 is closest in meaning to
- (A) scientific
  - (B) successful
  - (C) occasional
  - (D) courageous
22. According to the passage, what was the problem with the ornithopter?
- (A) It was poorly constructed.
  - (B) It could only hold one person.
  - (C) It had to be launched from a high place.
  - (D) It required more strength than a human could provide.
23. The word “it” in line 8 refers to
- (A) source
  - (B) motion
  - (C) ornithopter
  - (D) power
24. The word “buoyed” in line 11 is closest in meaning to
- (A) collapsed
  - (B) designed
  - (C) attempted
  - (D) raised
25. The word “it” in line 13 refers to
- (A) balloon
  - (B) warm air
  - (C) lightweight bag
  - (D) paper
26. What can be inferred about gliders that were made before the nineteenth century?
- (A) They could not be easily transported.
  - (B) They relied on hot air to lift them off of the ground.
  - (C) They were not well designed.
  - (D) They remained airborne for long periods of time.
27. Which of the following statements is supported by the passage?
- (A) Humans have always had a fascination with flying.
  - (B) The success of human flight depended on imitating the flight of birds.
  - (C) The evolution of flight has been a steady, consistent process.
  - (D) Flying enthusiasts still prefer gliders to balloons.

28. Where in the passage does the author mention an historical account of early attempts at flight?
- (A) Lines 4-6
  - (B) Lines 9-11
  - (C) Lines 17-18
  - (D) Lines 22-23
29. The passage probably continues with a discussion of
- (A) the dangers of ballooning
  - (B) the development of airplanes
  - (C) similarities between early and modern gliders
  - (D) attempts to improve the ornithopter



**Section 3 continues. Turn the page and read the next passage.**

### Questions 30-39

The Comstock Lode in Nevada was the scene of one of the biggest silver mining booms in the history of the opening up of the North American West. It was discovered in 1859, but productivity did not reach its peak until the 1870's when many large silver deposits were discovered. A large number of mines are scattered along the five-kilometer length of the lode, which is basically a mineralized fault zone, separating geologically young andesite and dacite lavas from older rocks. The lode forms a flattish sheet, inclined at about 40 degrees to the horizontal, and reaches a maximum thickness of 120 meters and a depth of 1,000 meters, although most of the richest ore was found well above this level.

As in so many of the world's mines, the mining operations on the Comstock Lode were severely hampered by water flooding into the workings. At Comstock, though, the problems were particularly acute, since the water was extremely hot, reaching 64 degrees Celsius in some places. Geologically, the presence of such large volumes of hot water was immensely significant, since it implied that beneath the Comstock Lode there was still a large mass of hot igneous rock that might be producing more mineralization. For a long while this near-scalding water made it impossible to mine much below the 1,000-meter level, and many miners were killed by it, either directly by falling into the water or indirectly through the effects of overexertion in the very high temperatures of the mine galleries. No fewer than 53 miners died in one period of 22 months ending in May 1877. To combat this it was decided to dig a six-kilometer-long tunnel to drain and ventilate the upper parts of the mine workings. This tunnel, which became known as the Sutro Tunnel, took many years of extremely hard work to complete, and the succession of physical obstacles and financial crises that were successfully overcome in its construction have become legendary, comparable in some ways with the heroic engineering involved in the laying of the first transcontinental railway across the United States.

- 30.** The word “It” in line 2 refers to  
(A) Comstock Lode  
(B) history  
(C) productivity  
(D) peak
- 31.** The word “scattered” in line 4 is closest in meaning to  
(A) combined  
(B) spread out  
(C) easily identified  
(D) preserved
- 32.** Where in the passage does the author describe a lode?  
(A) Lines 4-6  
(B) Lines 10-11  
(C) Lines 13-16  
(D) Lines 21-22
- 33.** What is the main idea of the second paragraph?  
(A) The Comstock Lode mines were the most successful in North American history.  
(B) The Comstock Lode mines had severe problems affecting their operation.  
(C) The transcontinental railroad made mines profitable.  
(D) Thousands of workers were employed in the Comstock Lode mines.
- 34.** The word “hampered” in line 11 is closest in meaning to  
(A) overwhelmed  
(B) deepened  
(C) prolonged  
(D) disrupted
- 35.** The word “acute” in line 12 is closest in meaning to  
(A) fiery  
(B) unsolvable  
(C) serious  
(D) sensitive
- 36.** According to the passage, what can be signaled by the presence of hot igneous rock?  
(A) Flooding  
(B) Uneven deposits of ore  
(C) Low water levels  
(D) Continuing mineralization
- 37.** What was the purpose of the Suro Tunnel?  
(A) To relieve flooding and bring air into the mine  
(B) To get miners to the Comstock Lode quickly  
(C) To pump the hot water out of the mine and bring cold water in to cool it  
(D) To transport ore to the surface

- 38.** The word “obstacles” in line 24 is closest in meaning to
- (A) injuries
  - (B) objects
  - (C) qualifications
  - (D) difficulties

- 39.** The author compares the construction of the Suto Tunnel to the first transcontinental railroad in North America because both projects
- (A) were accomplished quickly
  - (B) employed young workers
  - (C) were challenging to complete
  - (D) lost money

**Section 3 continues. Turn the page and read the next passage.**

## Questions 40-50

Line  
5 Woodpeckers also use their powerful beaks to excavate nest holes in tree trunks, drilling first of all a neat horizontal hole, then chiseling downward for a foot or so and there cutting out a chamber. They frequently choose dead trees, no doubt because the rotting wood is softer to work than that of living trees. Such trees also are usually infected by bark beetles, which provide a rich food supply conveniently near at hand.

10 The drumming noise made by the rapid blows of a woodpecker's beak on a tree trunk is one of the most characteristic sounds of the forest. The birds do not produce it solely when they are feeding or excavating a nest. They beat tattoos on echoing timber for the same reason that other birds sing, to declare possession of a territory and to attract a mate. Each species has its own length of drumroll with its own characteristic interval between one burst and the next.

15 Different species of the woodpecker family specialize in different foods. The green woodpecker, as well as taking bark-boring beetles, often descends to the ground to forage for ants. The wryneck is even more dependent upon ants. It is not primarily a climber at all and lacks the stiff propping tail of other woodpeckers, but it does have the usual long sticky tongue, which it flicks into a nest of ants to bring out 150 of them at a time. The acorn woodpecker exploits its wood-boring skills by drilling neat holes in tree trunks, the diameter of which exactly accommodates acorns. It will cover a favored tree with several hundred such holes and store several acorns in each of them, so accumulating a massive larder for the winter. An even more specialized group within the family, the sapsuckers, bore holes in tree trunks for a quite different purpose. They choose living trees of species that produce liberal flows of sap and drill numerous small, squarish holes in them. The liquid that trickles out attracts insects that the sapsucker collects and then mixes with the sap to produce a little sweetmeat.

20

25

40. What does the passage mainly discuss?  
(A) The sounds made by different species of birds  
(B) The characteristics of one kind of bird  
(C) The importance of insects as a food source for birds  
(D) The damage done to trees by one species of birds
41. The word “excavate” in line 1 is closest in meaning to  
(A) dig  
(B) protect  
(C) clean  
(D) investigate
42. The word “that” in line 4 refers to  
(A) hole  
(B) chamber  
(C) wood  
(D) supply
43. It can be inferred from the passage that the different species of woodpeckers can be identified by the  
(A) melody of their song  
(B) design of their nest  
(C) pattern of the drumming noise they make  
(D) size of their beak
44. The word “interval” in line 12 is closest in meaning to  
(A) note  
(B) pause  
(C) call  
(D) tapping
45. The words “as well as” in line 14 are closest in meaning to  
(A) besides  
(B) easily  
(C) after  
(D) instead of
46. According to the passage, the wryneck differs from other woodpeckers in that it does NOT  
(A) have a long tongue  
(B) make any noise  
(C) build its own nest  
(D) have a rigid tail
47. The word “which” in line 19 refers to  
(A) acorns  
(B) holes  
(C) tree trunks  
(D) skills
48. The word “massive” in line 21 is closest in meaning to  
(A) secret  
(B) potential  
(C) huge  
(D) fresh

49. Which of the following is NOT mentioned as a species of woodpecker that eats insects?
- (A) The sapsucker
  - (B) The green woodpecker
  - (C) The wryneck
  - (D) The acorn woodpecker
50. The sapsucker's behavior is different from the behavior of other species in which of the following ways?
- (A) It searches for insects on the ground instead of in trees.
  - (B) It does not drill holes in trees.
  - (C) It is the only species that stores food for the winter months.
  - (D) It chooses trees that produce large quantities of sap.

**This is the end of Section 3.**

**If you finish in less than 55 minutes, check your work on Section 3 only. Do NOT read or work on any other section of the test.**

When you are ready to check your answers, use the answer key on page 95 of this booklet to determine which questions you answered correctly and incorrectly.



# ***Review Materials***

# Answer Keys

- Use the **answer keys** below to determine which questions you answered correctly and incorrectly.
- **Print the script** for Practice Test **A** or **B** on pages 96-120 and place it next to the test questions so you can see the four answer choices.
- Replay the **audio track** while reading the script to help you recognize words you may not have understood correctly.

## Practice Test A - Answer Key

Section 1		Section 2		Section 3	
1. D	26. D	1. A	21. C	1. D	26. D
2. C	27. D	2. C	22. C	2. C	27. C
3. D	28. B	3. B	23. D	3. C	28. C
4. D	29. B	4. A	24. B	4. A	29. C
5. D	30. C	5. C	25. C	5. A	30. B
6. A	31. A	6. B	26. A	6. B	31. B
7. B	32. D	7. A	27. B	7. D	32. B
8. A	33. D	8. A	28. D	8. C	33. D
9. A	34. C	9. D	29. C	9. B	34. A
10. D	35. C	10. B	30. D	10. A	35. A
11. A	36. D	11. B	31. B	11. C	36. C
12. D	37. B	12. D	32. B	12. A	37. C
13. A	38. C	13. A	33. A	13. D	38. B
14. C	39. A	14. D	34. D	14. A	39. C
15. C	40. B	15. B	35. A	15. B	40. D
16. B	41. B	16. B	36. A	16. B	41. C
17. C	42. A	17. B	37. B	17. C	42. A
18. D	43. D	18. A	38. A	18. B	43. A
19. A	44. B	19. C	39. D	19. D	44. D
20. A	45. A	20. A	40. A	20. B	45. B
21. C	46. C			21. D	46. C
22. C	47. B			22. C	47. A
23. B	48. D			23. A	48. C
24. B	49. C			24. D	49. A
25. B	50. A			25. C	50. D

# Answer Keys

## Practice Test B - Answer Key

Section 1		Section 2		Section 3	
1. C	26. C	1. C	21. B	1. D	26. C
2. B	27. C	2. A	22. D	2. C	27. A
3. A	28. D	3. B	23. C	3. B	28. A
4. D	29. D	4. C	24. D	4. A	29. B
5. A	30. C	5. A	25. C	5. A	30. A
6. C	31. A	6. B	26. A	6. D	31. B
7. B	32. B	7. C	27. D	7. A	32. A
8. C	33. A	8. B	28. B	8. D	33. B
9. C	34. D	9. A	29. C	9. C	34. D
10. B	35. C	10. D	30. B	10. D	35. C
11. D	36. B	11. D	31. D	11. C	36. D
12. C	37. A	12. D	32. C	12. A	37. A
13. B	38. D	13. A	33. A	13. B	38. D
14. B	39. C	14. B	34. D	14. B	39. C
15. C	40. B	15. C	35. C	15. C	40. B
16. D	41. C	16. A	36. C	16. C	41. A
17. A	42. A	17. A	37. D	17. B	42. C
18. A	43. C	18. D	38. D	18. A	43. C
19. D	44. A	19. D	39. B	19. D	44. B
20. C	45. B	20. A	40. B	20. B	45. A
21. A	46. C			21. C	46. D
22. D	47. B			22. D	47. B
23. B	48. A			23. C	48. C
24. C	49. C			24. D	49. D
25. B	50. D			25. B	50. D

# Listening Comprehension Script—Practice Test A

## Part A

1. *(man)* Did you buy your ticket from a travel agent or from the airline?  
*(woman)* Does it matter? They're all the same price.  
*(narrator)* What does the woman mean?
2. *(man)* When do you think your apples will be ready to pick?  
*(woman)* You can always tell whether an apple's ripe by its color.  
*(narrator)* What does the woman imply about the apples?
3. *(woman)* My lease is about to expire and I've decided to get a larger place. Do you know of any two-bedroom apartments for rent?  
*(man)* Have you checked the off-campus listings at the housing office?  
*(narrator)* What does the man imply?
4. *(man)* Judy looks terrific these days, better than I've ever seen.  
*(woman)* I think it's her new haircut. Short hair really flatters her.  
*(narrator)* What does the woman mean?
5. *(man)* How about if I come over to pick you up at 6:45 for the movie?  
*(woman)* Make it 7. I won't have finished with dinner until then.  
*(narrator)* What will the woman probably be doing at 6:45?
6. *(man)* I'm moving next week and I have so much to do. I'll never get it all done.  
*(woman)* Don't forget to tell the post office to forward your mail. You don't want to miss any important letters.  
*(narrator)* What does the woman suggest the man do?

7. (woman) Is that a new pair of glasses?  
(man) I'm making do with this old pair until my good ones are fixed.  
(narrator) What does the man imply?
8. (man) I've spent the whole morning at the library...looking for the information we need – you know – for the assignment that's due Friday?  
(woman) I'm stuck, too. Maybe Dr. Boyd will have some suggestions.  
(narrator) What will the speakers probably do?
9. (woman) I thought you wanted orange juice.  
(man) The machine only had milk.  
(narrator) What does the man imply?
10. (man) Not many people know that I'm going to get this promotion.  
(woman) Your secret is safe with me.  
(narrator) What does the woman mean?
11. (woman) The weather's so nice, I think I'm going to eat my lunch outside. Care to join me?  
(man) I'm meeting Bill in the cafeteria at noon. How about tomorrow?  
(narrator) What does the man mean?
12. (man) Listen, Eleanor, I shouldn't have [shouldn't've] said what I said yesterday. It just didn't come out right.  
(woman) Well, I shouldn't have [shouldn't've] let it get to me.  
(narrator) What is the woman doing?
13. (man) Are you just about finished? I need to get ahold of George before we leave.  
(woman) Just one more quick call, then it's all yours.  
(narrator) What does the woman mean?

- 14.** (woman) I can't decide whether to take Professor Brown's class or Professor Thomson's.
- (man) I can tell you this about Thomson: she knows how to get your attention and hold it.
- (narrator) What does the man imply about Professor Thomson?
- 15.** (man) I heard you were worried about your history final. How did it go?
- (woman) Well, the essay part was about what I expected. But the multiple-choice section wasn't bad – I was really surprised.
- (narrator) What does the woman mean?
- 16.** (woman) You've been sitting at that desk for three hours!
- (man) In half an hour I'm going to take a break for lunch.
- (narrator) What does the man mean?
- 17.** (man) I thought you didn't have time to go to the bank.
- (woman) It was close, but I made it.
- (narrator) What does the woman mean?
- 18.** (man) Could you please check the list again? I sent in my registration application and fees for the conference last month.
- (woman) Let me... oh, you did. Yes, here's your name. O.K. You can go ahead to the next table for your information kit.
- (narrator) What can be inferred from the conversation?
- 19.** (man) How do I get to the museum café?
- (woman) What does the woman mean?
- 20.** (woman) I'd be glad to drop you off downtown on my way home.
- (man) Well... if you're sure it's not out of your way.
- (narrator) What does the man mean?

21. *(woman)* I've got to go to the dentist tomorrow at three. Do you think I could make up the hours I'll miss another day?
- (man)* I'll see what I can do.
- (narrator)* What does the man mean?
22. *(woman)* I can't seem to shake this cold.
- (man)* Sometimes the only thing that helps is taking it easy.
- (narrator)* What does the man mean?
23. *(man)* I forgot to get a new pen for tomorrow's calligraphy class. Do you know when the campus store opens in the morning?
- (woman)* I'd try the mall tonight – your class starts early.
- (narrator)* What does the woman imply?
24. *(man)* I just tried Richard's house and nobody answered.
- (woman)* That's odd. He left here at noon, so he should've arrived at least 30 minutes ago.
- (narrator)* What can be inferred from the conversation?
25. *(man)* That little grocery store on the corner looks as though it's seen better days.
- (woman)* I'm afraid it's only a matter of time before it closes down.
- (narrator)* What does the woman mean?
26. *(man)* I can't seem to get the TV to come on. It must be broken.
- (woman)* Have you checked to see if it's plugged in?
- (narrator)* What does the woman imply?

- 27.** *(woman)* I'd like to get a chair with wheels because I need to be able to get from the computer to the phone more easily.
- (man)* I'll take it up with Gary in office furnishings, but I can't make any promises.
- (narrator)* What will the man do?
- 28.** *(woman)* So you think your supervisor approves of your work?
- (man)* She didn't come right out and pat me on the back, but I did get that impression.
- (narrator)* What does the man imply?
- 29.** *(woman)* Are we all set for the meeting downstairs? I told them we'd need a slide projector...
- (man)* I took care of it on my way back from lunch.
- (narrator)* What does the man imply?
- 30.** *(man)* Do you think the blue jacket would look better with these pants?
- (woman)* In this heat, I don't think you'll be comfortable in anything but the cotton one.
- (narrator)* What does the woman suggest the man do?

**This is the end of Part A.**



## Part B

**Questions 31 through 34:** Listen to a conversation between a college student and his counselor.

- (*woman*) Good morning, Steve. What can I do for you?
- (*man*) Well, I've decided I want to transfer to a smaller college.
- (*woman*) I know you've had a rough time adjusting, Steve, but I'm sorry to hear you want to leave.
- (*man*) What I need to do now is find a new college and I was hoping you might have some ideas.
- (*woman*) I might, but first I think I ought to warn you about some of the potential problems with transferring. The main one is how many of your credits will be accepted by your new college.
- (*man*) You mean they won't all be transferable?
- (*woman*) Not necessarily. It'll depend on what courses you've taken here and how they fit in with the requirements at the other school. So whatever college you choose, be sure to find out about transferring your credits.
- (*man*) Who would I talk to about something like that?
- (*woman*) First check with the admissions officer, then follow up with the registrar's office. Now... the other thing I wanted to caution you about is thinking that a transfer will solve all your problems.
- (*man*) I'm not sure I understand what you mean.
- (*woman*) Well, I know you haven't been happy this semester, but are you sure changing colleges is going to be the answer?
- (*man*) Uhh... I like my classes, except for composition. The math department is everything I expected it to be, but... maybe if my roommate and I had hit it off better... that's really bothering me more than anything else.
- (*woman*) Really? Did you talk to someone at the residence office? It might be that changing roommates would make all the difference.
- (*man*) I might just do that!

31. Why does Steve visit the counselor?
32. What is the one possible problem the counselor points out to Steve?
33. What is Steve's main problem in adjusting to his college?
34. Where will Steve probably go to get his problem solved?

**Questions 35 through 38:** Listen to a radio interview with an author.

- (man) Diane, first let me congratulate you on your latest thriller's success. *Tales of Deception* has topped the best-seller list for the past twenty-seven weeks straight. How do you do it?
- (woman) In my novels, plot is everything. I am fascinated by suspense, and I try to weave as chilling a tale as possible. I seek to give my readers an extremely intricate mystery that keeps them guessing until the last minute.
- (man) For your latest novel, I understand you worked undercover with the Los Angeles police for several months. What did you get out of that?
- (woman) Well, since my main character is a police detective, I needed to immerse myself in that role – to find out how an officer thinks, and how a crime is investigated.
- (man) In addition to telling a powerful story, you are quite deft with language. You seem to place quite an emphasis on precise descriptions, and, of course, you really know how to set the scene.
- (woman) Thank you. Actually, I began my writing career as a poet. It's no coincidence that I strive for a certain style.
- (man) It seems to me it would take years to produce something so well written and researched, not to mention the time it takes to work out the plot. And yet, you write so fast that sometimes you've got two new books out at the same time. Tell me about your work habits.

- (*woman*) I keep at it all the time. I get up at six every morning, review the outline for the chapter I'll write that day, and don't stop till I'm finished, sometimes four or five in the afternoon. Even when I'm not at my desk, I'm working. Ideas flash through my mind all day long. That's why I carry a little notebook around with me.
- (*man*) I guess that's about all the time we have today. Thanks very much for being with us.
- (*woman*) You're quite welcome.

35. Why does the man congratulate the woman?
36. Who is the main character in *Tales of Deception*?
37. Why does the man ask the woman about her work habits?
38. Why does the woman carry a notebook?

**This is the end of Part B.**

## Part C

**Questions 39 through 42:** Listen to an announcement on the radio.

As we head into hurricane season, we'd like to take this opportunity to go over some precautionary measures you can take in this dangerous season. This is especially important for those of you living in coastal areas where hurricanes can be destructive because of their heavy winds.

The following guidelines have been established by the National Weather Service. Before hurricane season even begins, stock up on batteries, candles, bottled water, nonperishable food such as canned goods, and other emergency equipment. In case of a hurricane warning, following these safety guidelines may help save your life and property. First of all, protect windows with boards or tape, since they're not strong enough to withstand hurricane-force winds – these winds can reach up to 200 miles per hour! Also the National Weather Service recommends that you fill up your car with fuel in case you need to evacuate. Gas stations may be closed by the time you need to leave your home.

Remember also, it is suggested that you stay indoors if your home is sturdy and on high ground. However, homes in low-lying areas will likely be evacuated, since flooding is a possibility. Listen to the radio for emergency weather reports and evacuation information. If called to evacuate, leave the area immediately. You will be advised of the locations of local shelters.

39. What is the talk mainly about?
40. What organization provided the information for the announcement?
41. What should people do before hurricane season begins?
42. According to the announcement, why should people fill their cars with fuel before a hurricane?

**Questions 43 through 46:** Listen to part of a lecture in a United States history class.

In the days before telephones, radio, and television, the only network of public communication that could reach farmers was the mail. But this wasn't the mail as we know it today. At that time, in the early nineteenth century, mail delivery was uneven and widely scattered. In fact, many people living in rural areas got no mail at all. In the early decades of the century, mail carriers were privately employed – they did not work for the government.

Many years later, when the government finally took charge of delivering mail, it was mostly in cities that mail got delivered to people's homes. So farmers still had a problem – they had to go to a post office to collect their mail, which, by the way, wasn't always nearby.

Farmers' requests to have mail brought to their homes were at first met with outrage. What could be more ridiculous, many urban residents asked, than paying government employees to travel miles across the countryside with an occasional letter? Nevertheless, farmers' organizations succeeded in convincing the United States Congress that farmers needed mail delivery. Finally in 1891 rural free delivery, known as RFD, came into being.

In a sense, rural free delivery was the most important communications revolution in United States history. Rural Americans were not lifted out of the relatively isolated communities they lived in. Because of rural free delivery, there now ran a highway to the world from every farmer's doorstep.

43. What does the speaker mainly discuss?
44. What is true of mail delivery in the early nineteenth century?
45. According to the speaker, what problem did farmers face with early mail service?
46. How did many city residents react when farmers first requested mail delivery?

**Questions 47 through 50:** Listen to a lecture in an Earth Science class.

Today I'd like to explain the Mohs' scale, used in what is called the "scratch test." This scale is based on the simple fact that harder minerals scratch softer ones. For example, a diamond; a quartz crystal can scratch a feldspar crystal, but not the other around.

The scale is named for Friedrich Mohs, the mineralogist who devised it in 1812. His scale spans the range of minerals known at that time, from the softest to the hardest. By performing a scratch test using known minerals and a few common tools, an unidentified mineral sample can be placed between two points on the scale. By referring to the scale, the mineral can then be identified.

I have here a collection of the minerals included on the Mohs' scale, as well as the tools necessary to complete this exercise. I'd like you each to take a mineral sample from the basket at the front of the room and classify it according to its place on the Mohs' scale. First, however, I should give you a little warning. The hardness of any mineral depends on the strength of the bonds between ions or between atoms – the stronger the bond, the harder the mineral. Because bond strength may differ in various angles of a crystal, the hardness may vary slightly depending on the direction in which the mineral sample is scratched, so be sure to scratch each sample in several different directions.

47. What is the lecture mainly about?
48. What aspect of a mineral is the Mohs' scale used to identify?
49. What does the teacher ask the class to do?
50. According to the teacher, when might the hardness of the same mineral seem to vary?

**This is the end of Section 1, Listening Comprehension.**

# Listening Comprehension Script – Practice Test B

## Part A

1. *(man)* I'm taking six courses this semester.  
*(woman)* Maybe you should cut down next term.  
*(narrator)* What does the woman suggest the man do?
  
2. *(man)* Joyce, did you borrow my ruler?  
*(woman)* No, Bill did.  
*(narrator)* What happened to the ruler?
  
3. *(woman)* I think it'll be hard for me to write that paper 'cause I'm so tired.  
*(man)* Why don't you do it later on in the day after you've rested?  
*(narrator)* What does the man suggest the woman do?
  
4. *(man)* I'm looking for a nice quiet place to spend two weeks. Can you help me?  
*(woman)* We have several brochures here that you can take home to look at.  
*(narrator)* What does the woman mean?
  
5. *(woman)* The weather's been so hot and humid this week.  
*(man)* Hasn't it though!  
*(narrator)* What does the woman mean?
  
6. *(man)* I thought we might try that new pizza place tonight.  
*(woman)* Wouldn't you prefer somewhere a little more elegant?  
*(narrator)* What does the woman imply?



7. (woman) I was thinking about going to the opening performance of the new play Friday night.  
(man) You'd better do more than think about it if you're serious. There might not be any tickets left by then.  
(narrator) What does the man suggest the woman do?
8. (woman) Did you know it's almost five?  
(man) Five! It can't be!  
(narrator) What does the man mean?
9. (woman) The cafeteria is serving cheese sandwiches for lunch today.  
(man) I'm glad we made plans to go somewhere else.  
(narrator) What does the man imply?
10. (woman) Your new table is gorgeous. It must have been expensive.  
(man) A little, I guess.  
(narrator) What does the man say about the table?
11. (woman) The graduation luncheon has been set for the last Thursday of the semester.  
(man) Oh, really? I'll have to change it on my calendar.  
(narrator) What had the man assumed about the graduation luncheon?
12. (man) I need this prescription filled as soon as possible?  
(woman) Do you want that in tablet or liquid?  
(narrator) What does the woman ask?
13. (man) How could I be so absentminded? I left my wallet at home again.  
(woman) It just so happens I have twenty dollars I don't need until tonight.  
(narrator) What does the woman mean?

14. *(woman)* I wish you'd try harder to be on time.  
*(man)* There's no need for you to talk to me like that.  
*(narrator)* What can be inferred about the man?
15. *(woman)* What's going on at the theater? There's not usually a crowd like that on weeknights—especially for a foreign film.  
*(man)* There's a special promotion going on: two people get in for the price of one.  
*(narrator)* What does the man mean?
16. *(man)* Hi Barbara. How are things? Have you gotten used to campus life yet?  
*(woman)* I guess I have, but you are the first person I've run into all day who knows my name.  
*(narrator)* What can be inferred from the conversation?
17. *(woman)* I'm really sorry I had to cancel our plans again. I hope you're not too upset.  
*(man)* At first I was angry . . . but actually, you did me a favor. I took care of a lot of work that'd been backing up.  
*(narrator)* What does the man imply?
18. *(man)* Do you know if it's supposed to be warm enough on Wednesday to have our party outside, in the backyard?  
*(woman)* I heard it'll be warm but that it's likely to rain most of the day.  
*(narrator)* What will probably happen to the party?
19. *(woman)* I'm sorry, Paul, but I can't go with you to the basketball game. I really have to study for a math test.  
*(man)* You know all that stuff. You'll pass with flying colors.  
*(narrator)* What does the man imply the woman should do?

20. *(man)* I like the color and style of this suit, but the pants should be shortened a bit.  
*(woman)* We can have it done here for you at no extra charge.  
*(narrator)* What does the woman suggest the man do?
21. *(man)* I can't believe you got a job in a candy factory! What a great way to spend the summer.  
*(woman)* To be honest, it's not all it's cracked up to be: I'm going to spend the next few months just sorting candies by color and size.  
*(narrator)* What will the woman be doing at her job?
22. *(man)* Can I borrow some cough drops from you? I don't feel up to going to the drugstore.  
*(woman)* You've been under the weather all week; you ought to go to the health center, just to be sure it's not serious.  
*(narrator)* What does the woman mean?
23. *(woman)* Those kitchen cabinets look great! Did you put them in yourself?  
*(man)* I took the easy way out and got a carpenter to do it.  
*(narrator)* What does the man mean?
24. *(woman)* By now your sister must have decided where she wants to go to college ...  
*(man)* She's been too busy with soccer to even open a catalog.  
*(narrator)* What does the man say about his sister?
25. *(man)* I've asked Jane if we could get a ride with her to the craft fair.  
*(woman)* So you can go after all.  
*(narrator)* What had the woman assumed about the man?

26. *(man)* Oh, by the way, your brother called again while you were out.  
*(woman)* This is ridiculous. We've been missing each other for days.  
*(narrator)* What does the woman mean?
27. *(woman)* What I wouldn't give for a hot cup of coffee right now!  
*(man)* Would you settle for some lukewarm cocoa, left over from lunch?  
I have enough for two.  
*(narrator)* What does the man offer to do?
28. *(man)* Hmm. I see this space is marked "Reserved." Can you get a ticket for parking here? Just for a few minutes?  
*(woman)* Sure can. I did once and had to pay a huge fine.  
*(narrator)* What does the woman imply?
29. *(man)* I've never applied for a driver's license before. Do you just go into an office and take a short test?  
*(woman)* If only it were that simple!  
*(narrator)* What does the woman mean?
30. *(man)* Do you want to come with me to hear a lecture over in the Art building?  
*(woman)* [Disappointed] I've got a class right now, but I'm headed that way.  
*(narrator)* What will the woman probably do?

**This is the end of Part A.**

**Listening Comprehension continues. Turn the page.**

## Part B

**Questions 31 through 34:** Listen to a conversation between two students.

- (*man*) Good morning. Can I help you?
- (*woman*) Can I get a passport picture taken here?
- (*man*) Yes, we can take it right now.
- (*woman*) How long till it's developed?
- (*man*) Just a few minutes. We have a special instant camera for passport pictures.
- (*woman*) Great; let's do it.
- (*man*) Fine. Why don't you have a seat over here in front of the screen. Uh...you might want to pull your hair back. I've heard that passport agencies sometimes reject applications because the picture doesn't show enough of a person's face.
- (*woman*) That wouldn't be any good. Would it help if I tucked my hair behind my ears?
- (*man*) Perfect.
- (*woman*) Oh, what about my glasses; I usually take them off when I'm getting my picture taken.
- (*man*) If you plan on wearing them when you use your passport, you should probably just leave them on.
- (*woman*) Oh, I always wear them.
- (*man*) Then you're OK. Now if you'd sit still a moment and smile... [clicking sound] I think we have it.
- (*woman*) Thanks. I hope it doesn't take too long to get the application processed. I'm scheduled to leave at the end of next month.
- (*man*) Maybe you could hand deliver your application to a passport agency instead of mailing it. That would probably save you a few days.
- (*woman*) Good suggestion. I think there's one right near the campus.

31. Why does the woman go to see the man?
32. According to the man, why might a passport agency reject an application?
33. Why should the woman keep her glasses on for the picture?
34. What does the woman imply about her new passport?

**Questions 35 through 38:** Listen to two students discussing a trip they took to a science museum.

*(woman)* I must admit that when Dr. Carver mentioned that we had to visit the science museum, I sure wasn't looking forward to it.

*(man)* I know what you mean. I remember science museums as boring places filled with stuffed birds and glass display cases of rocks.

*(woman)* Yeah. I definitely like these hands-on exhibits better.

*(man)* It's really a great way to understand some of the concepts we're learning in class. They stick in your mind when you can see them in action and work with them.

*(woman)* Uh-huh. Like that section where you try to figure out who committed the murder by analyzing evidence the way a police lab would.

*(man)* Right. Did you try the experiment where you compare the perfumes of all the suspects to the perfume found at the scene of the crime?

*(woman)* The one where you smelled what was in a bottle and then answered questions about the smell on a computer?

*(man)* Yeah. It was interesting to see the chart of all the different smells and how you classified them, and then to see the graphs of the different perfumes according to their chemical composition.

*(woman)* That was really amazing. I never understood how that chemical separation technique worked when Dr. Carver talked about it in class.

*(man)* But from the analysis we did, I can see how useful it can be to separate out the different chemicals.

*(woman)* There was so much more that I wanted to see and to try out.

*(man)* Yeah, I'm looking forward to going back.



35. What are the speakers mainly discussing?
36. Why were the speakers unhappy about the required museum visit at first?
37. What do the speakers say about hands-on exhibits in museums?
38. What do the speakers plan to do in the future?

**This is the end of Part B.**

## Part C

**Questions 39 through 42:** Listen to a tour guide at a wildlife park in central Illinois.

(*man*)

Thank you for choosing to spend a day with us here at Prairie Animal Park. Before you set off to see the animals, let me explain a little bit about the park. Prairie Animal Park is a nonprofit organization and gets no government money. The money from your admission ticket goes entirely to caring for the park and its animals. Most of the people who work here are volunteers. The park covers 2,400 [two thousand four hundred] acres. It was created by a group of people interested in restoring some of the Illinois prairie to its original condition. All the animals here were once native to the area. It surprises many folks to learn that buffalo, bald eagles, bears, and even mountain lions once called Illinois home – because you don't see them in the wild anymore.

The animals here are kept in areas closely resembling their natural setting. You'll notice in front of us, the large, open field with the stream. Although I don't see any there at the moment, that's where the buffalo roam. The herd is probably grazing at the far end right now. Beyond the stream there's a large, wooded area with fenced-in trails for you to walk along. As you walk, you may see families of foxes, deer, and even bears. But remember, this isn't a zoo with caged animals, these animals are doing what they do in the wild. . . searching for food, hiding, playing, whatever, so you may have to look long and hard to get a good view of them.

- 39. What is the main purpose of the talk?
- 40. What do all of the animals in the park have in common?
- 41. Where are the animals kept?
- 42. What does the speaker imply about seeing the animals?

**Questions 43 through 46:** Listen to part of a lecture in a college music class.

(*man*)

OK... That about does it for today. We're going to spend the next few classes on a different kind of music. We'll examine the development of jazz from its beginnings right on up to the latest in jazz music.

We'll look at jazz as the most successful music indigenous to the United States... born in New Orleans and raised in Chicago and New York. We'll begin with the African roots of the music and how African rhythms blended with Western music to create an entirely new form.

Then we'll follow jazz into its heyday – the 1920's, which was known as the Jazz Age. It was in this era that the blues were born. The 1930's saw the evolution of "swing," jazz music played by the big bands like that of Tommy Dorsey. If there's any generalization that can be made about jazz, it's that the music is always changing... evolving... from the Bebop of the '40's to the "cool jazz" of the '50's and on into the experimental '60's. The '70's saw jazz brought into the electronic age by artists like Herbie Hancock.

We'll end up listening to some examples of the newest transformation of jazz... Afro-pop and the Latin beats that've brought new international flair to this music born in the United States.

Be sure to read chapters 13 and 14 of your text. They'll get you started. If there are any jazz devotees among you, feel free to bring in your favorite tapes or CD's to share with the class. Renee [Re ne] Rosnes' latest release would be great if anyone has it.

43. What is the speaker's main purpose?
44. What will probably be the subject of the next lecture?
45. What are some students asked to bring to class?
46. What does the speaker emphasize about jazz music?

**Questions 47 through 50:** Listen to a talk being given in a university library.

(woman)

Thanks to the generosity of the Alumni Fund, we have been able to upgrade our facility and make it much easier for students and faculty to use our resources. Let me point out our new computers and what they can do. Of course, you've noticed the old card catalogs are gone. We in the reference department spent much of the summer making the switch to an on-line catalog. Using the computer, you can search our files by author, title, subject, or keyword. For example, if you wanted to know what books we have that deal with sharks, you'd type in S (for subject) and *sharks* and the computer would take you to the listing of books you need. You can access individual works by title as well. The computer gives you all the information that was in the old card catalog, plus it can tell you the status of the book...checked in or out...when it's due back...and so on.

We've also purchased a few data base files on CD-ROM. Here we have the *Reader's Guide to Periodical Literature*. This is where you can find references for articles in many general-interest magazines. Let's say you were researching the use pesticides in farming; you would request articles that matched *pesticides* and *agriculture*. The data base searches the topics and narrows down the references to articles that discuss both topics. Most of our data bases work in a similar manner. We know everyone is going to find these new computers a real improvement in the services we offer. I can't think of a more significant contribution that the Alumni Fund could have made to our school.

47. Who is giving the talk?
48. What part did the alumni play in getting the new library equipment?
49. What new information is available on the computerized system that was not available in the card catalog?
50. What does the speaker think of the new equipment?

**This is the end of Section 1, Listening Comprehension.**

## ***Scoring Information***

## How to Score the Practice Tests

Print the appropriate answer key on pages 94-95 to determine which questions you answered correctly and incorrectly. Count the number of correct answers in each section of a practice test, and write the number in the appropriate box below.

	Test A	Test B
Section 1		
Section 2		
Section 3		

The number of correct answers for each section of a practice test is your “number-right” score for that section. When you have written your number-right scores for all sections in the boxes, look at the Converted Score chart on page 124.

For this chart, a unique table was developed for each section of the Practice Tests to convert number-right scores to scaled scores. A “scaled” score has been adjusted to account for any difference in difficulty between one edition of the test and another. This allows score comparison regardless of which test form is used.

The first column of the chart gives ranges of number-right scores. The second, third and fourth columns give ranges of converted scores.

In the column marked “Number-Right Score Range,” find the score range that includes your number-right score for Section 1. In the column marked “Section 1 Converted Score,” find the range of converted scores for your number-right score. Write your converted score range for Section 1 in the appropriate box below. Do the same for your number-right scores for Section 2 and Section 3.

	Test A	Test B
Section 1		
Section 2		
Section 3		

When you have entered your ranges of converted scores for all three sections, add the first (or lower) number of each of the three section score ranges together. Do the same for the last (or higher) numbers. This will give you the converted score ranges for the three sections of each Practice Test.

## Example of Score Calculation

Suppose the number-right scores for the three sections in Practice Test A are: Section 1-28, Section 2-30, Section 3-39. First, find the number-right range for each obtained score (first column in the table); then find and record the corresponding converted score range.

**Converted Score Ranges**

Section 1		Section 2		Section 3
48-49		56-58		57-58

Add together the lower numbers of the three converted score ranges.

$$48 + 56 + 57 = 161$$

Next, add the higher numbers of the converted score ranges.

$$49 + 58 + 58 = 165$$

The range of the sum of the converted scores for the three sections is 161-165.

Now multiply each number in this range by  $10/3$ .

$$161 \times 10/3 = 536.67 = 537$$

$$165 \times 10/3 = 550.00 = 550$$

When multiplication by  $10/3$  results in a decimal value of .33, round down to the nearest whole number. Round up to the nearest whole number if multiplication by  $10/3$  results in a decimal value of .66.

**The total (converted) score range is 537-550.**

## Converted Score Ranges

Number-Right Score Range	Section 1 Converted Score	Section 2 Converted Score	Section 3 Converted Score
48-50	64-68		65-67
45-47	59-62		62-64
42-44	56-58		59-61
39-41	54-56		57-58
36-38	52-54	63-68	55-56
33-35	51-52	59-61	53-54
30-32	49-50	56-58	51-52
27-29	48-49	53-55	49-50
24-26	46-47	50-52	47-48
21-23	45-46	48-49	44-46
18-20	43-44	45-47	41-43
15-17	40-42	42-44	37-40
12-14	36-39	38-40	31-35
9-11	32-33	32-36	28-29
6-8	29-31	26-29	25-27
3-5	27-28	23-25	23-24
0-2	24-26	20-22	20-22

Remember, people perform differently at different times and in different situations. It is possible that when you take an actual ITP test, your scores may be higher or lower than the scores you earn on the Practice Tests. This is because you take the Practice Tests under different circumstances than those you will experience when you take the actual test.

## Acceptable Scores

Each institution or school that administers TOEFL ITP tests determines for itself what scores, or ranges of scores, are acceptable. There are no passing or failing scores set by ETS.









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