

TOEFL Practice Test

Follow the instructions on each page.

For your information, the time for each section will be shown in the top right corner of each page. You will see the time that each section should take and the cumulative total.

For this test, you need one piece of paper to record your answers, and several sheets of scrap paper to take notes (in the actual test, you will be given four sheets of blank paper for your notes).

For the Listening, Speaking and Writing sections, you will be asked to play an audio track. You can find the audio files on Extradoc.

You can keep a note of your answers on a separate paper. We will discuss the answers in Lesson 6 of your course.

- Section one - Reading
- Section two - Listening
- *Break 10 minutes*
- Section three - Speaking
- Section four - Writing

The test takes approximately 3 hours. The time starts when you go to the next page.

This section	Cumulative total
60 min	00 min

Reading Section

READING SECTION

DIRECTIONS

This section tests your ability to comprehend academic reading passages. It consists of three passages and a set of questions about each of them. All of the questions are worth one point except for the last question in each set. Special directions for the last question will tell you how many points it is worth.

You have sixty minutes in which to complete this section of the test.

In the passages, some words or phrases are underlined. Definitions or explanations for these words are provided at the end of the passage. On the actual test, these words will be underlined in blue and you can click on them to get the definition or explanation.

As soon as you have finished one question, you may move on to the next one. (On the actual test, you will click on Next to move to the next question.) You may skip questions and come back to them later, and you can change your answers if you wish. (On the actual test, you can click on Back to return to a previous question.)

As soon as you have read these directions, go on to the first reading.

Lichens

1. Lichens look like splashes of paint left behind by a careless painter. Unlike many plants, they do not require soil to grow. They grow on the bark of trees in steaming tropical rain forests, on farmers' fenceposts, on the bricks of big-city buildings, and on old gravestones. Lichens can tolerate extremes of climate. They grow on rocks in hot springs, on wind-swept mountaintop boulders, and on stones in the driest deserts. In the Arctic, lichens, known as reindeer moss, are the principal source of food for caribou. Whole mountainsides in Antarctica appear green and orange because of the presence of lichens; they are one of the few plants that can survive there. They are among the oldest of known plants. Recently, scientists discovered lichen fossils on a rock in a phosphate mine in southwest China that date back 600 million years.
2. When conditions become harsh, lichens become dormant. If there is not enough moisture, they simply dry up, but a short rain or even a heavy dew gives them new life. When growing on rock surfaces, lichens secrete acids that dissolve the minerals, contributing to the process of weathering by which rocks are slowly turned to soil. This property enables lichens to be pioneers. They appear on barren rock scoured clean by glaciers, fires, lava flows, or floods, beginning the process of soil formation that allows mosses, ferns, and other plants to later take root. But, despite their hardiness, lichens are extremely sensitive to airborne particles. That's why they serve as an early warning system for air pollution.
3. It is the acids lichen produce that give them their distinctive colors. Lichens are often spoken of in the same breath as mosses, and some lichens are even called mosses, but true mosses are all distinctively green, whereas lichens appear in many vivid colors. At one time, before the invention of aniline dyes, acids from lichens were used to make dyes, such as the purple dye orchil, the blue dye litmus, and the red dye cudbear, and they are sometimes still used that way today. Some lichens, such as oak moss, contain oils that produce fragrant odors used in scented soaps, cosmetics, and perfumes. Some lichens are also known to have antibiotic properties.
4. Lichens are a partnership of two or more types of plants, a fungus and a type of algae. [A] If you look at the lichen body through a magnifying glass, you will see that it is made up of a tangled mass of fungal strands called hyphae. [B] In the upper layer of these hyphae grow colonies of another type of plant. [C] These are most commonly green algae but are sometimes blue-green algae. [D]
5. The two types of organisms live together to the benefit of both, a relationship known as symbiosis. The fungus provides support for the algae and protects the tender algae from direct sunlight and dry air. The fungus provides moisture and minerals for the plant. The fungus also produces chemicals that, when combined with alcohol produced by the algae, form acid crystals. This acid carves tiny holes in rocks and other substances, and the fungus inserts threads (not true roots) into these holes to anchor the plant in place. The algae contain chlorophyll and synthesize sugars from carbon dioxide and sunlight, producing food for the lichen. A chemical secreted by the fungus softens the cell walls of the algae and allows nutrients to pass from the algae to the fungus.
6. There are many examples of symbiosis in nature, but lichens are unique because they look and behave differently from their components. The algal components of lichen can live independently and are recognizable as species that grow alone. The fungal components, on the other hand, cannot live apart from their partners. They can be placed in known families of fungi but are unlike any species that live independently.
7. So definite are the form, color, and characteristics of these double organisms that for hundreds of years lichens were classified as one. More than 15,000 species were named. If these organisms are classified as single species, it is difficult to fit them into the existing system of classification. But if they are classified as separate species, these fungal species that cannot live alone seem rather

strange. Lichens, then, are a **splendid** example of the difficulties faced by taxonomists in classifying species.

Glossary

fungus: *a non-green, plant-like organism such as a mushroom that feeds on dead or living plants*

algae: *a simple plant that usually lives in water*

chlorophyll: *a chemical that enables plants to photosynthesize (use sunshine to create food)*

1 of 30 What point about lichens does the author emphasize in paragraph 1?

- a) They live primarily in cold places.
- b) They live only in remote locations far from human communities.
- c) They have adapted to a wide variety of environments.
- d) They grow only on rock surfaces.

2 of 30 The word **secrete** in the passage is closest in meaning to

- a) conceal
- b) produce
- c) absorb
- d) withstand

3 of 30 Why does the author refer to lichens as *pioneers* in paragraph 2?

- a) Because they developed so early in the history of the planet.
- b) Because of their primitive structure.
- c) Because they grow in areas before other plants do.
- d) Because they are found in remote parts of the world.

4 of 30

Which of the following sentences best expresses the essential information in the sentence below? (Incorrect answer choices omit important information or change the meaning of the original sentence in an important way.)

Lichens are often spoken of in the same breath as mosses, and some lichens are even called mosses, but true mosses are all distinctively green, whereas lichens appear in many vivid colors.

- a) Lichens are associated in people's minds with mosses, but real mosses are always green, whereas lichens exhibit a variety of bright colors.
- b) Many people know about green mosses, but only a few people are familiar with multicolored lichens.
- c) It is widely believed that mosses and lichens are the same organism, but in fact only green lichens should be considered true mosses.
- d) People speak of lichens and mosses as if they were the same, and they even call some lichens "mosses" because the two types of plants are difficult to distinguish.

5 of 30

Which of the following is NOT given in paragraph 3 as one of the ways humans use lichens?

- a) As a means of coloring their clothing
- b) As a type of medicine
- c) As a source of food
- d) As an ingredient in perfume

6 of 30

The word **tangled** in the passage is closest in meaning to

- a) twisted
- b) damp
- c) solid
- d) clear

7 of 30

Which of the following can be inferred from the passage about the effects of direct sunlight on lichens?

- a) It destroys the fungal component.
- b) It is required for the fungus to carry on photosynthesis.
- c) It causes lichens to become different colors.
- d) It damages the algal component.

8 of 30

The word **one** in paragraph 7 refers to

- a) one species
- b) one organism
- c) one year
- d) one color

9 of 30 In paragraph 7, why does the author say that these species of fungi "seem rather strange"?

- a) They are more complex than typical fungi.
- b) Unlike other fungi, they can produce their own food.
- c) They exist only as partners of algae.
- d) They do not fit into any known class of fungi.

10 of 30 Indicate where the following sentence could be added to the passage in paragraph 4.

A few enterprising lichens contain both.

- a)
- b)
- c)
- d)

Test continues on the next page.

The Rosetta Stone

1. Things were not going well for Ptolemy V, king of Egypt in the second century B.C. He was not one of the all-powerful Egyptian pharaohs who had ruled for many centuries. The young king was one of the Ptolemaic pharaohs who were of Greek heritage, descendants of a ruler put in place by Alexander the Great when he conquered Egypt in the fourth century B.C. The reign of Ptolemy V was a time of civil unrest and foreign incursions, and the king was unpopular. It was time for a public-relations campaign. The priests of the king wrote a short history of the king's family, described his accomplishments, and explained his future plans. This message was written on stone tablets in demotic Egyptian for the common people, in Egyptian hieroglyphs for the priests, and in Greek for the ruling class. Thus, it was written in two languages but in three scripts. These tablets were posted all over Egypt.
2. Almost two thousand years later, in 1799, the French army, led by Napoleon Bonaparte, was occupying Egypt. Several years earlier, Napoleon's army had defeated the British army near Cairo and had taken over the country. However, the British fleet had destroyed the French navy and there was no way for the French soldiers to return home. During this "extended vacation," French military engineers strengthened existing defensive positions. In the port town of Rosetta (now known as El-Rashid), the French were rebuilding an old fort when Captain Pierre-Francois Bouchard discovered an irregularly shaped slab made of dark granite (often misidentified as basalt) with three types of writings on it in three distinct bands. Besides military forces, Napoleon had also brought scientists and scholars with him. The Rosetta Stone, as it became known, was turned over to them. They quickly realized that the three scripts contained the same message. They translated the Greek quickly but could not understand the other two scripts.
3. In 1801, the French were forced to surrender. Under the terms of the Treaty of Alexandria, the British claimed the artifacts that the French had found during their occupation. The French tried to smuggle the Rosetta Stone out of Egypt in a small boat but failed. The stone was brought to London and presented to the British Museum. On the back of the stone is the painted message, "Captured by the British Army in Egypt in 1801."
4. It was through the Rosetta Stone that scholars learned how to read Egyptian hieroglyphs. The hieroglyphic alphabet, one of the earliest writing systems ever developed, had been used by the Egyptians for 3,500 years. [A] However, it is far more complex than simple picture writing and contains thousands of symbols. [B] After Egypt was conquered by the Romans, Latin became the dominant language, and by the fourth century A.D., no one could understand the symbols. [C] Before the Rosetta Stone was discovered, some scholars even believed that hieroglyphs were not really an alphabet at all but were merely decorations. [D]
5. Copies of the Rosetta Stone were sent by the British Museum to linguists all over Europe, but learning which Greek word represented which hieroglyph proved difficult. It was the brilliant French linguist Jean Francois Champollion who finally unlocked the mystery. He began studying the Rosetta Stone at the age of 18. After fourteen years, he deciphered the code. In a letter to the French Royal Academy of Inscriptions, he explained the three basic assumptions that led to a translation: (1) The Coptic Egyptian language, still spoken by a small group of Egyptians, was the final stage of the ancient Egyptian language. Champollion could consult with experts on Coptic Egyptian to learn about Ptolemaic Egyptian. (2) Hieroglyphs served not only as symbols of words and ideas (ideograms) but also as symbols of spoken sounds (phonograms). (3) Certain hieroglyphs enclosed in ovals were phonetic transcriptions of pharaohs' names. Once these hieroglyphs were understood, it was easier to decipher the rest. Armed with Champollion's translation, scholars all

over the world took a new interest in Egypt and laid the foundation for our understanding of this ancient civilization

6. The Rosetta Stone is still displayed at the British Museum and is one of the most popular exhibits there, but the Egyptian government wants it back. In 2003, Dr. Zahi Hawass, director of the Supreme Council of Antiquities in Cairo and a noted archaeologist himself, formally requested its return, saying, "The British . . . should volunteer to return the stone because it is the icon of our Egyptian identity."

Glossary

demotic: *describing a form of a language that is spoken by ordinary people*

hieroglyphs: *symbols used in ancient Egypt to represent words or sounds*

11 of 30 What was the original purpose of the Rosetta Stone?

- a) To preserve the writing systems that were once used in ancient Egypt.
- b) To record the history of the all-powerful pharaohs of Egypt.
- c) To announce that a new king had been crowned.
- d) To present information about the then current ruler of Egypt, Ptolemy V.

12 of 30 The word incursions in the passage is closest in meaning to

- a) influences
- b) travelers
- c) invasions
- d) adventures

13 of 30 It can be inferred from the information in paragraph 1 that the author believes that

- a) demotic Egyptian and the form of Egyptian used by the priests were the same language.
- b) the priests of ancient Egypt were all members of the ruling class.
- c) demotic Egyptian was a spoken language that did not have a written form.
- d) ancient Greek and demotic Egyptian were different languages but used the same script.

14 of 30 Why do you think the author put quotation marks (" ") around the phrase *extended vacation* in paragraph 2?

- a) The French ruler Napoleon Bonaparte used this exact phrase to refer to the time his army spent in Egypt.
- b) The French Army was in Egypt because their fleet had been destroyed, not because they were on vacation there.
- c) The French were not really in Egypt for an extended period, but rather for a very short time.
- d) Unlike the soldiers, the scientists and scholars who came with Napoleon's army were enjoying their time in Egypt.

15 of 30 What was Pierre-Francois Bouchard's probable occupation?

- a) Captain of a warship
- b) Archaeologist
- c) Military engineer
- d) Linguist

16 of 30 When writing about the Rosetta Stone, authors are sometimes mistaken about

- a) the significance of the writing on it.
- b) its true shape.
- c) the name of the place where it was discovered.
- d) the material it is made of.

17 of 30 We can infer from the passage that the scholars mentioned in paragraph 4

- a) did not think that the hieroglyphic alphabet could ever be translated.
- b) were experts on the decorations used by the ancient Egyptians.
- c) played an important role in deciphering the Rosetta Stone.
- d) did not believe that Latin was ever the dominant language in Egypt.

18 of 30 Which of the following is NOT one of the assumptions that helped Champollion to translate the Rosetta Stone?

- a) That hieroglyphs represented not only words and ideas but also sounds.
- b) That the three messages written on the stone did not have exactly the same meanings.
- c) That some of the hieroglyphs set off from the others represented the names of pharaohs.
- d) That one form of modern Egyptian was related to the ancient Egyptian language.

19 of 30 The phrase the rest in paragraph 5 refers to

- a) Pharaohs' names
- b) ovals
- c) scholars
- d) hieroglyphs

20 of 30 Indicate where the following sentence could be added to the passage in paragraph 4.

Hieroglyphic script is mostly pictorial, consisting of images of natural and man-made objects.

- a)
- b)
- c)
- d)

Test continues on the next page.

Transient Lunar Phenomena

1. For many years, sky watchers have reported seeing mysterious sights known as *Transient Lunar Phenomena* (TLP) on the surface of the moon. These are of two main types: fleeting flashes of light and spreading clouds of mist. Most professional astronomers have tended to dismiss these phenomena as figments of the observers' imagination or as "observational errors": either optical illusions or problems with the observers' telescopes. One explanation put forth by professional astronomers blames the flashes on Earth satellites passing in front of the moon. Satellite surfaces can flash like a car's windshield in sunlight, simulating a lunar flash. It was this mechanism that astronomers R. R. Raste and P. Maley used to explain a large lunar flash observed on March 23, 1983, and other sightings as well.
2. One problem with the satellite theory is that TLP were reported long before the advent of artificial satellites. The earliest known account comes from the twelfth-century writer Gervase. On June 18, 1178, in Canterbury, England, Gervase was observing an eclipse of the moon. He was startled by what appeared to be "a flaming torch . . . that spewed out fire, hot coals, and sparks." Eighteenth-century astronomer Sir William Herschel, discoverer of the planet Uranus, also reported seeing both types of TLP. He described one TLP as looking like a piece of slowly burning charcoal. In 1830, Andrew Grant, studying the moon from an observatory in Cape Town, South Africa, also observed flashing lights. He told newspaper reporters that he believed the lights came from the sun flashing off clear glass domes that covered cities and forests on the otherwise dead moon. Grant claimed in an interview that he had seen flocks of red and white birds, herds of "diminutive bison," and strange beavers that walked on their hind legs. Not only that, but he claimed even to have seen people with bat-like wings who had built towers and pyramids beneath the domes.
3. In more recent times, a record number of TLP were monitored from 1968 to 1972, during the Apollo missions to the moon. This fact is hardly surprising given that more telescopes were probably trained on the moon during these four years than had been in the entire 270-year history of telescopic observation preceding that time. Though many sightings were dubious, some were highly plausible because they were made by independent observers at different locations. Another notable TLP observation, and the only one confirmed by photographic evidence, took place on April 23, 1994. When over a hundred amateur astronomers reported seeing a dark red cloud spreading across a portion of the Aristachus crater, astronomer Bonnie Buratti of the Jet Propulsion Laboratory decided to investigate. She got access to photographs of the moon taken by the U.S. lunar mapping satellite *Clementine*, and indeed, these images confirmed the presence of a reddish cloud obscuring part of the crater.
4. Even those who believe in TLP cannot agree why the moon sporadically flashes and forms clouds, but many theories have been proposed. Another possibility is that, in some places on the moon, there are chemicals that glow when they are exposed to bursts of radiation from the sun during solar flares. There is, in fact, some evidence that TLP are observed more frequently during episodes of solar activity. After Project Apollo astronauts brought lunar rocks back to the earth, scientists determined that there are flammable gases inside some moon rocks. Perhaps these rocks crack open and are then ignited by a stray spark, causing the flash. However, what causes these rocks to split open? One possibility is "thermal cracking." A rock heats up in the intense sunlight. Suddenly, when the sun sets, the temperature drops, and the stone cracks. The rocks might also be shattered by "moonquakes," seismic activity on the moon, or by meteors. Scientist R. Zito believes the flashes come not from gas trapped inside the rocks but from the crystals of the rocks themselves. If someone chews a sugar cube in a dark room, sparks appear to come from the person's mouth as the sugar

crystals are crushed. Zito believes that this "sugar cube effect" occurs when meteors smash into lunar rocks, crushing the crystals.

5. And what about the billowing clouds? [A] The most commonly held belief today is that they are caused by pockets of gas trapped beneath the lunar surface. [B] The clouds may be caused by the rapid escape of these gases, which kicks up clouds of dust. [C] The pockets of gas may be freed by moonquakes or the pockets may be punctured by meteors. [D]
6. The true cause of TLP—if indeed they do exist—is still an unsolved mystery, however, and will probably remain that way at least until humans return to the moon.

21 of 30 The word fleeting in the passage is closest in meaning to

- a) brightly glowing
- b) amazing
- c) short-lived
- d) blinking

22 of 30 The phrase this mechanism in paragraph 1 refers to

- a) the flashing of sunlight off a reflective surface.
- b) the windshield of an automobile.
- c) a satellite.
- d) an observer's telescope.

23 of 30 Why does the author mention the writer Gervase in paragraph 2?

- a) To weaken the satellite theory of Raste and Maley.
- b) To document the earliest sighting of a lunar eclipse by a scientist.
- c) To support the ideas of Herschel and Grant.
- d) To provide an early theory about the causes of TLP.

24 of 30 Which of the following sentences best expresses the essential information in the boldface sentence below? (Incorrect answer choices omit important information or change the meaning of the original sentence in an important way.)

In more recent times, a record number of TLP were monitored from 1968 to 1972, during the Apollo missions to the moon, a fact that is hardly surprising given that more telescopes were probably trained on the moon during these four years than had been in the entire 270-year history of telescopic observation preceding that time.

- a) Because far more people were looking at the moon through telescopes during the Apollo missions, more TLP were seen then than had been seen during any prior period.
- b) From 1968 until 1972, not just amateur astronomers but also trained scientists saw more TLP than they had ever seen before.
- c) More TLP occurred on the moon between 1968 and 1972 than had occurred during the previous 270 years of telescopic observation.
- d) It is unsurprising that in the four years between 1968 and 1972 more people with telescopes were observing the moon than had observed it in the previous 270 years.

25 of 30 According to the author, an observation is more reliable when it is made by

- a) a professional astronomer.
- b) a group of astronomers working together.
- c) a number of observers working separately in different locations.
- d) a person observing the same part of the moon night after night.

26 of 30 How was astronomer Bonnie Buratti able to “confirm” the presence of a cloud on the moon?

- a) By interviewing one hundred amateur astronomers.
- b) By examining satellite photography.
- c) By analyzing lunar rocks.
- d) By taking a picture through a telescope.

27 of 30 The word stray in the passage is closest in meaning to

- a) speeding
- b) hot
- c) spinning
- d) undirected

28 of 30 All of the following are given as possible reasons for the cracking of moon rocks EXCEPT

- a) seismic activity
- b) sudden temperature changes
- c) the action of meteors
- d) the pressure of gases

29 of 30 Indicate where the following sentence could be added to the passage in paragraph 5.

Many observers once thought that they were caused by lunar volcanoes, but today the moon is believed to have been geologically inactive for billions of years.

- a)
- b)
- c)
- d)

30 of 30 DIRECTIONS: Select sentences from the answer choices and match them to the category to which they relate. One answer choice will not be used. ***This question is worth 3 points.***

1. TLP are caused by the collision of two meteors.
2. TLP are caused by the reflection of sunlight off satellites.
3. TLP are caused by meteors crushing the crystals in lunar rocks.
4. TLP are caused by chemicals on the surface of the sun that are affected by solar activity.
5. TLP are caused by errors made by amateur astronomers.
6. TLP are caused by the reflection of the sun off glass domes.

Theories that explain why TLP do not exist

- a)
- b)

Theories that explain why TLP do exist

- c)
- d)

This is the end of the Reading Section. Go on to the Listening Section.

This section	Cumulative total
41 min	60 min

Listening Test

LISTENING TEST

Directions

For each listening section, listen and take notes but DO NOT READ THE QUESTIONS. In the real test, you listen and take notes before you see the questions.

After each listening section you will hear 'Now get ready to answer the questions.' After this, you can look at the questions for the section you just heard.

Start the audio file 'Practice Test 2 Listening Section' now.

This section tests your understanding of conversations and lectures. You will hear each conversation or lecture only once. Your answers should be based on what is stated or implied in the conversations and lectures. You are allowed to take notes as you listen, and you can use these notes to help you answer the questions.

In some questions, you will see a headphones icon:



This icon tells you that you will hear, but not read, part of the lecture again. Then you will answer a question about the part of the lecture that you heard.

Some questions have special directions that are highlighted. During an actual test, you will not be allowed to skip questions and come back to them later, so try to answer every question that you hear on this test.

There are two conversations and four lectures. Most questions are separated by a ten-second pause.

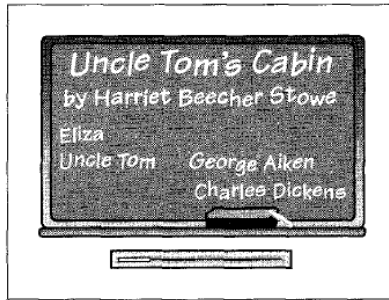
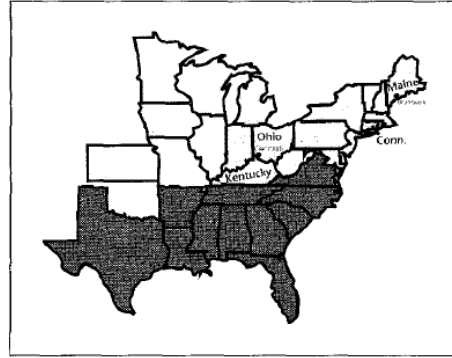
Now get ready to answer some questions about the conversation. You may use your notes to help you.

- 1 of 34 Why can't Allen vote for Janet?
- Because he is no longer attending the university
 - Because she has decided to drop out of the election
 - Because they do not attend the same school at the university
 - Because she is running for president, not for the Student Council
- 2 of 34 How many candidates for office is each student allowed to vote for in this election?
- One
 - Two
 - Three
 - Eleven
- 3 of 34 What is learned about Janet from this conversation?
- Choose two answers.
- She is currently a member of the Student Council.
 - She doesn't believe that she has a chance of getting elected.
 - She doesn't think that the president should be directly elected.
 - She may run for Student Council president next year.
- 4 of 34 According to Janet, what is the most important responsibility of the Student Council?
- To determine how to spend student fees
 - To decide when and where to hold concerts
 - To attend meetings of the Board of Trustees
 - To change the student government charter
- ▶ Listen again to part of the conversation. 🎧
- 5 of 34 What does Allen imply when he says this? 🎧
- He'll be too busy to vote tomorrow.
 - He won't attend tonight's debate.
 - He's already decided whom to vote for.
 - He hopes the woman gets elected.

Now get ready to answer some questions about the conversation. You may use your notes to help you.

- 6 of 34 What subject does Professor Marquez probably teach?
- Chemistry
 - Filmmaking
 - Drama
 - Marketing
- 7 of 34 What will Professor Marquez give the man if he comes to her class the next day?
- Information about what role he will play
 - Several types of ice cream
 - A list of questions about the product
 - Money to pay him for his time
- 8 of 34 What does the woman imply about focus groups that test Hollywood films?
- They are mainly exploratory focus groups.
 - They are used to help select directors for films.
 - They are mainly experiential focus groups.
 - They are usually used before work on films has begun.
- 9 of 34 What will Professor Marquez probably pay most attention to during the focus-group activity?
- The knowledge that the moderators have about the product
 - The types of ice cream that are used
 - The opinions that the volunteers express
 - The interaction between focus groups and moderators
- ▶ Listen again to part of the conversation. 🎧
- 10 of 34 What does Tony imply when he says this? 🎧
- He wants to take part in the focus-group activity, but he can't.
 - He likes mint chocolate-chip ice cream.
 - He's already formed his opinion about the product.
 - He would like to become a moderator of the focus group.

AMERICAN LITERATURE



Now get ready to answer some questions about the lecture. You may use your notes to help you.

- 11 of 34 Where did Harriet Stowe live when she wrote *Uncle Tom's Cabin*?
- Cincinnati, Ohio
 - Kentucky
 - Brunswick, Maine
 - Connecticut

- 12 of 34 The professor mentions a number of versions of *Uncle Tom's Cabin*. List these in the order in which they were produced, beginning with the earliest.
- A. The book**
 - B. The movie**
 - C. The newspaper serial**
 - D. The plays**

Put the letters of the versions in the proper boxes.

1.	
2.	
3.	
4.	

- 13 of 34 Why does the professor mention Charles Dickens?
- He wrote a book on the same topic as that of Stowe's book.
 - Like Stowe, he wrote about some characters in a sentimental way.
 - His novel *The Old Curiosity Shop* strongly influenced Stowe's writing.
 - He strongly criticized Stowe's novel *Uncle Tom's Cabin*.
- 14 of 34 What does the professor say about the scene in which Eliza is chased across the icy river by men with dogs?

Choose two answers.

- It is considered the most frightening part of the book.
 - It is one of the scenes that people remember best.
 - It is a part of the book but not of the play.
 - It does not appear in the book *Uncle Tom's Cabin*.
- 15 of 34 In this lecture, the professor mentions a number of criticisms of Harriet Beecher Stowe's novel *Uncle Tom's Cabin*. Indicate whether each of the following is a criticism that was mentioned in the lecture.

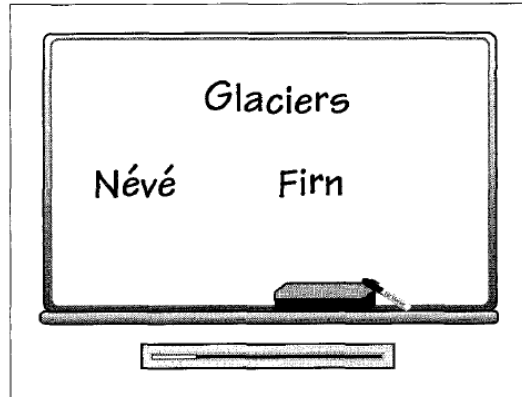
Put a check mark (✓) in the proper box for each phrase.

	Yes	No
It is not strong enough in its criticism of slavery.		
It treats its characters too sentimentally.		
It is not based on the author's first-hand experiences.		
It is difficult for modern readers to understand.		
It is far too long and repetitive.		

▶ Listen again to part of the lecture. Then answer the question. 🎧

- 16 of 34 What does the professor suggest to the students when she says this? 🎧
- They should read the book several times.
 - They must read the entire textbook.
 - They should read short selections from the novel.
 - They should read all of *Uncle Tom's Cabin*.

GEOLOGY



17 of 34 The professor discusses four types of materials involved in the formation of a glacier.

Give the order in which these materials appear.

- A. Glacial ice
- B. Névé
- C. Firn
- D. Ordinary snow

Put the letters of the materials in the proper boxes.

1.	
2.	
3.	
4.	

18 of 34 Where can continental glaciers be found today?

Choose two answers.

- West Virginia
- Iceland
- Greenland
- Antarctica

19 of 34 Which of the following describe a valley formed by a valley glacier?

Choose two answers.

- Shaped like the letter V
- Gently curving
- Shaped like the letter U
- Having sharp angles

20 of 34 It can be inferred from the lecture that which of the following is the smallest type of glacier?

- A tributary glacier
- A piedmont glacier
- A valley glacier
- A continental glacier

21 of 34 In this lecture, the professor gives a number of characteristics of valley glaciers and continental glaciers. Indicate whether each characteristic is typical of valley glaciers or continental glaciers.

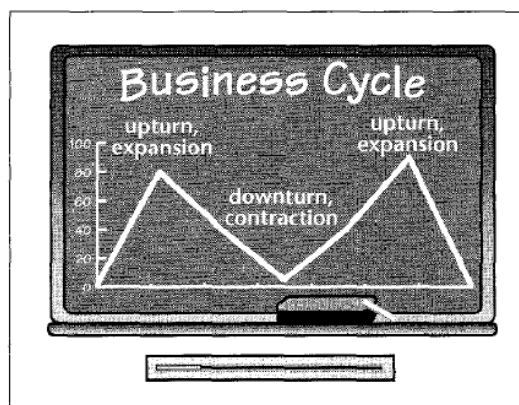
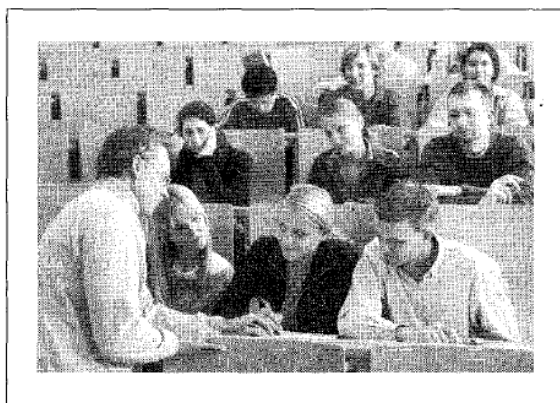
Put a check mark (✓) in the proper box for each phrase.

	Valley Glaciers	Continental Glaciers
Today cover about 10% of the world's landmass		
Flow together to form piedmont glaciers		
As they recede, seem to flow uphill		
About 11,000 years ago, covered 30% of the world's landmass		
As they grow, seem to flow outwards in all directions		

22 of 34 What danger does the professor mention?

- The water from melting glaciers may cause sea levels to rise.
- Melted ice from glaciers may cause the water in the oceans to cool off.
- Global warming may cause damaging storms in the Indian Ocean.
- Glaciers may form in places such as Africa where there are no glaciers today.

ECONOMICS

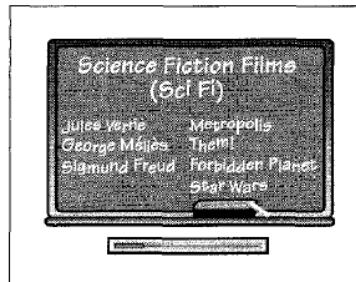


- 23 of 34 What is the main topic of this discussion?
- The causes of the Great Depression
 - The effects of climate on business cycles
 - The stages of the business cycle
 - Government regulation of business
- 24 of 34 What does Professor Martin imply when he says this?
- These terms are still used but are no longer common.
 - Other terms were more common in the past.
 - These are the correct terms, but they are not very descriptive.
 - He himself prefers to use other terms for the four stages.
- 25 of 34 In this lecture, the professor describes the business cycle. Indicate whether each of the following is a characteristic of the cycle mentioned by the professor.
- Put a check mark (✓) in the proper box for each phrase.


	Yes	No
They vary in length from cycle to cycle.		
They are measured from the peak of economic activity to the trough, the lowest point of economic activity.		
They vary in intensity from cycle to cycle.		
They have involved deeper recessions in recent years because of globalization.		
They are sometimes called <i>fluctuations</i> because they are irregular.		

- 26 of 34 In which of these decades did economic depressions occur?
Choose two answers.
- The 1870s
 - The 1930s
 - The 1970s
 - The 1990s
- 27 of 34 In what ways do governments usually try to affect business cycles?
- By reforming the central bank
 - By hiring more government employees
 - By spending less money
 - By controlling the money supply
- 28 of 34 Which of the following statements about William Jevons's theory would Professor Martin probably agree with?
- It's interesting but no longer generally accepted.
 - It may be valid, but there were never any statistics to support it.
 - As time has gone by, more and more economists have accepted it.
 - It was valid when it was first proposed but not today.

FILM STUDIES



- 29 of 34 Why does the professor mention the work of the French director Georges Méliès?
- To point out that one of the earliest movies was a science fiction movie
 - To give an example of a realistic science fiction movie
 - To discuss the very first use of special effects in any movie ever made
 - To compare the role of a magician with that of a film director
- 30 of 34 When does the action in the movie *Metropolis* supposedly take place?
- In 1902
 - In 1926
 - In 1984
 - In 2026
- 31 of 34 What topic does the movie *Them!* and many other 1950s science-fiction movies deal with?
- An invasion from outer space
 - An attack by robots
 - The effects of radiation on insects
 - A nuclear war

- 32 of 34 Which of the following influenced the movie *Forbidden Planet*?
Choose two answers.
- The theories of Sigmund Freud
 - A novel by the French author Jules Verne
 - A play by William Shakespeare
 - Movies about the American West
- 33 of 34 What does the professor think is remarkable about the movie *ET*?
- That it's considered the most popular science fiction of all time
 - That it features a friendly alien rather than a hostile one
 - That it was popular with audiences but not with critics
 - That it is so similar to other movies about visitors from space
- 34 of 34 What does the professor imply when she says this? 
- She prefers recent movies to older movies such as *Forbidden Planet*.
 - She would like to be able to show more of the film *Forbidden Planet*.
 - She doesn't really want to show scenes from any 1950s movies.
 - She doesn't have time to show scenes from her favorite movie today.

This is the end of the Listening Test.

This section	Cumulative total
10 min	101 min

Now take a 10-minute break.

This section	Cumulative total
17 min	112 min

Speaking Test

Directions

For each listening section, listen and take notes but DO NOT READ THE QUESTIONS. In the real test, you listen and take notes before you see the questions.

After each listening section you will hear 'Now get ready to answer the questions. After this, you can look at the questions for the section you just heard.'

Start the audio file 'Practice Test 2 Speaking Section' now.

This section tests your ability to speak about various subjects. There are four tasks in this section. Listen carefully to the directions and read the questions on the screen. The first task is the independent speaking task. You have fifteen seconds in which to prepare your response. When you hear a beep on the Audio Program, you will have forty-five seconds in which to answer the question.

The last three tasks are integrated speaking tasks. The second and third questions involve a reading text and a listening passage. You have forty-five seconds in which to read a short text. You will then hear a short conversation or part of a lecture on the same topic. You may take notes on both the reading and listening passage. You will then see a question on the screen asking about the information that you have just read and heard, and you will have thirty seconds in which to plan a response. When you hear a beep on the Audio Program, you have sixty seconds in which to answer the question.

The fourth question involves a short listening passage. You may take notes as you listen. After listening to the conversation or lecture, you will see a question, and you have twenty seconds in which to plan your response. When you hear a beep on the Audio Program, you have sixty seconds in which to answer the question.

During actual tests, a clock on the screen will tell you how much preparation time or how much response time (speaking time) remains for each question. It is important that you time yourself accurately when you take this practice test. On an actual test your responses will be recorded and evaluated by trained raters.

Question 1.

Because of computers, telephones, and other technology, it is now possible for many people to work at home. Some people prefer working at home, while others would rather work in an office. Which of these do you prefer and why?

Preparation Time: 15 Seconds

Response Time: 45 Seconds

Question 2.

Linsdale University has begun a new program involving free laptop computers. Read the following notice from the university.

You will have 45 seconds in which to read the notice.

Begin reading now.

**Frequently Asked Questions about the
Linslade University Laptop Give-Away Program**

Q: What is the Laptop Give-Away?

A: All full-time freshmen enrolling at Linslade University this fall will receive a laptop computer equipped with a comprehensive software package to use throughout their entire university career.

Q: Why is the university beginning this program?

A: As electronic technology becomes more and more a part of our lives, it is critical that students be provided with the latest tools. Making laptops available to all incoming freshmen ensures that everyone has equal access to technology.

Q: How can the computers be used?

A: However you like. You can, for example, take lecture notes, e-mail your professors and fellow students, do research on the Internet, and submit assignments electronically.

Q: Is this program available only to full-time incoming freshmen?

A: Yes. This is a pilot program launching this fall. Free laptops will be available, this year at least, only to full-time first-year students. As the program expands, Linslade University hopes to be able to offer free laptops to incoming transfer students as well. So that the rest of the student community will not be left behind, laptops will be available for purchase at a discount.

Now listening to two students discussing this notice.

Your task is on the next page.

Question 2 (continued)

The man expresses his opinion of the new program. State his opinion and explain the reasons he gives for having that opinion.

Preparation Time: 30 Seconds
Response Time: 60 Seconds

Question 3.

Read the following description of utopian communities.

You will have 45 seconds in which to read the notice.

Begin reading now.

Many nineteenth-century reformers hoped to reform society through education or by eliminating specific social problems, but some wanted to start over by founding *utopian* ("ideal") communities. These thinkers hoped that the success of these small, cooperative communities would lead to imitation, and that eventually communities free of crime and poverty would cover the land. Many such communities were founded. Most had some or all of the following characteristics: (1) They were isolated geographically and socially from surrounding communities. (2) They experimented socially and economically. (3) They lasted only a few years.

Now listening to a lecture on the utopian community Brook Farm.

Your task is on the next page.

Question 3 (continued)

The professor's lecture is about the Brook Farm community. Describe this community and explain why it is a typical utopian community.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

Question 4.

Now listen to a lecture in a meteorology class.

Your task is on the next page.

Question 4 (continued)

Using specific examples and points from the lecture, explain the naming process for hurricanes.

Preparation Time: 20 Seconds
Response Time: 60 Seconds

This is the end of the Speaking Test.

This section	Cumulative total
50 min	130 min

Writing Test

Directions

Start the audio file 'Practice Test 2 Writing Section' now.

INTEGRATED WRITING TASK

DIRECTIONS

Question 1.

Take three minutes to read the short passage that follows. You may take notes as you read.

After three minutes, turn the page and start the Audio Program. You will hear a lecture on the same topic as the reading. Again, you may take notes as you listen.

You will have twenty minutes to write your response. Your response should include information from both the reading and the lecture.

Your essay will be rated on the completeness and accuracy of your response as well as on the correctness and quality of your writing. A typical response should be 150 to 225 words.

You may use your notes and look at the reading passage as you write. (During the actual exam, you can view the reading passage on the computer screen after the lecture is over.)

If you finish this writing task in less than twenty minutes, you may start working on the second writing task.

Question 1 Reading passage (reading time: 3 minutes)

These days, many tourists are tired of just sitting on the beach or looking at paintings in museums. Many enjoy getting back to nature in undeveloped parts of the globe. In fact, the most rapidly growing segment of the tourist industry is "eco-tourism," tourism in sites that have ecological significance such as national parks and nature preserves in rain forests, deserts, and mountainous regions.

Eco-tourism is having significant positive results on these previously remote areas. First and foremost, eco-tourism serves as a substitute for forms of development that would be much more damaging to the environment, such as logging, farming, and manufacturing. And eco-tourism encourages conservation. Let's say there is a rainforest in a country where several rare species of birds and mammals live. Now, the government could allow loggers to cut down this rain forest and sell the wood and could allow developers to build on this site. But suppose the government decides to preserve this national treasure and to instead develop this area for eco-tourism. There would then a steady stream of revenue from tourists. Local people could find jobs working at small hotels, lodges, and tour companies. Many of these natural wonders lie in areas that have previously been passed over by development of any kind. Eco-tourism provides jobs and better living conditions for people who need it the most. Both the government and the local people have a vested interest in preserving this sensitive wilderness site. And governments can use some of the funds from entry fees to parks and so on to help pay for preservation and protection. Eco-tourism, then, is one of those rare situations where all parties benefit—tourists, governments, the local people, and especially the animals and plants.

Now listen to part of a lecture in an economics class on the same topic that you just read about.

Your task is on the next page.

Question 1 (continued)

Now get ready to answer the question. Remember, you may look back at the reading passage. You may also use your notes to help you. You have twenty minutes to prepare and write your response.

Summarize the main points made in the lecture that you just heard, discussing how they cast doubt on points made in the reading. You can refer to the reading passage as you write.

Question 2.

(There is no audio file for this section).

INDEPENDENT WRITING TASK

DIRECTIONS

Read the question below. You have thirty minutes to write your essay. This includes the time to plan, write, and revise your essay. A typical response should be a minimum of 300 words.

Your essay will be rated on the correctness and quality of your writing, including the way you organize your essay and develop and support your ideas.

Do you agree or disagree with the following statement? Always telling the truth is the most important consideration in any relationship. Use specific reasons and examples to support your answer.

This is the end of the Writing Test.

We will discuss the answers in Lesson 6.

Cumulative total

180 min
