

MINI-TEST 5

READING

Reading

Section Directions

This section measures your ability to understand an academic passage in English.

Most questions are worth 1 point, but the last question is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. You will read 1 passage. You will have **20 minutes** to read the passage and answer the questions.

Read the passage.

20 minutes

Paragraph

Schizophrenia

- 1 Schizophrenia is in reality a cluster of psychological disorders in which a variety of behaviors are exhibited and which are classified in various ways. Though there are numerous behaviors that might be considered schizophrenic, common behaviors that manifest themselves in severe schizophrenic disturbances are thought disorders, delusions, and emotional disorders.
- 2 Because schizophrenia is not a single disease but is in reality a cluster of related disorders, schizophrenics tend to be classified into various subcategories. The various subcategories of schizophrenia are based on the degree to which the various common behaviors are manifested in the patient as well as other factors such as the age of the schizophrenic patient at the onset of symptoms and the duration of the symptoms. Five of the more common subcategories of schizophrenia are simple, hebephrenic, paranoid, catatonic, and acute.
- 3 The main characteristic of simple schizophrenia is that it begins at a relatively early age and manifests itself in a slow withdrawal from family and social relationships with a gradual progression toward more severe symptoms over a period of years. Someone suffering from simple schizophrenia may early on simply be apathetic toward life, may maintain contact with reality a great deal of the time, and may be out in the world rather than hospitalized. Over time, however, the symptoms, particularly thought and emotional disorders, increase in severity.
- 4 Hebephrenic schizophrenia is a relatively severe form of the disease that is characterized by severely disturbed thought processes as well as highly emotional and bizarre behavior. Those suffering from hebephrenic schizophrenia have hallucinations and delusions and appear quite incoherent; their behavior is often extreme and quite inappropriate to the situation, perhaps full of unwarranted laughter, or tears, or obscenities that seem unrelated to the moment. This type of schizophrenia represents a rather severe and ongoing disintegration of personality that makes this type of schizophrenic unable to play a role in society.
- 5 Paranoid schizophrenia is a different type of schizophrenia in which the outward behavior of the schizophrenic often seems quite appropriate; this type of schizophrenic is often able to get along in society for long periods of time. However, a paranoid schizophrenic suffers from extreme delusions of persecution, often accompanied by delusions of grandeur. While this type of schizophrenic has strange delusions and unusual thought processes, his or her outward behavior is not as incoherent or unusual as a hebephrenic's behavior. A paranoid schizophrenic can appear alert and intelligent much of the time but can also turn suddenly hostile and violent in response to imagined threats.
- 6 Another type of schizophrenia is the catatonic variety, which is characterized by alternating periods of extreme excitement and stupor. There are abrupt changes in behavior, from frenzied periods of excitement to stuporous periods of withdrawn behavior. During periods of excitement, the catatonic schizophrenic may exhibit excessive and sometimes violent behavior; during the periods of stupor, the catatonic schizophrenic may remain mute and unresponsive to the environment.
- 7 A final type of schizophrenia is acute schizophrenia, which is characterized by a sudden onset of schizophrenic symptoms such as confusion, excitement, emotionality, depression, and irrational fear. The acute schizophrenic, unlike the simple schizophrenic, shows a sudden onset of the disease rather than a slow progression from one stage of it to the other. Additionally, the acute schizophrenic exhibits various types of schizophrenic behaviors during different episodes, sometimes exhibiting the characteristics of hebephrenic, catatonic, or even paranoid schizophrenia. In this type of schizophrenia, the patient's personality seems to have completely disintegrated.

Refer to this version of the passage to answer the questions that follow.

Paragraph

Schizophrenia

1 Schizophrenia is in reality a cluster of psychological disorders in which a variety of behaviors are exhibited and which are classified in various ways. Though there are numerous behaviors that might be considered schizophrenic, common behaviors that manifest themselves in severe schizophrenic disturbances are thought disorders, delusions, and emotional disorders.

2 Because schizophrenia is not a single disease but is in reality a cluster of related disorders, schizophrenics tend to be classified into various subcategories. The various subcategories of schizophrenia are based on the degree to which the various common behaviors are manifested in the patient as well as other factors such as the age of the schizophrenic patient at the onset of symptoms and the duration of the symptoms. Five of the more common subcategories of schizophrenia are simple, hebephrenic, paranoid, catatonic, and acute.

3 **5A** The main characteristic of simple schizophrenia is that it begins at a relatively early age and manifests itself in a slow withdrawal from family and social relationships with a gradual progression toward more severe symptoms over a period of years. **5B** Someone suffering from simple schizophrenia may early on simply be apathetic toward life, may maintain contact with reality a great deal of the time, and may be out in the world rather than hospitalized. **5C** Over time, however, the symptoms, particularly thought and emotional disorders, increase in severity.

5D
4 Hebephrenic schizophrenia is a relatively severe form of the disease that is characterized by severely disturbed thought processes as well as highly emotional and bizarre behavior. Those suffering from hebephrenic schizophrenia have hallucinations and delusions and appear quite incoherent; their behavior is often extreme and quite inappropriate to the situation, perhaps full of unwarranted laughter, or tears, or obscenities that seem unrelated to the moment. This type of schizophrenia represents a rather severe and ongoing disintegration of personality that makes this type of schizophrenic unable to play a role in society.

5 Paranoid schizophrenia is a different type of schizophrenia in which the outward behavior of the schizophrenic often seems quite appropriate; this type of schizophrenic is often able to get along in society for long periods of time. However, a paranoid schizophrenic suffers from extreme delusions of persecution, often accompanied by delusions of grandeur. While this type of schizophrenic has strange delusions and unusual thought processes, his or her outward behavior is not as incoherent or unusual as a hebephrenic's behavior. A paranoid schizophrenic can appear alert and intelligent much of the time but can also turn suddenly hostile and violent in response to imagined threats.

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7 A final type of schizophrenia is acute schizophrenia, which is characterized by a sudden onset of schizophrenic symptoms such as confusion, excitement, emotionality, depression, and irrational fear. The acute schizophrenic, unlike the simple schizophrenic, shows a sudden onset of the disease rather than a slow progression from one stage of it to the other. Additionally, the acute schizophrenic exhibits various types of schizophrenic behaviors during different episodes, sometimes exhibiting the characteristics of hebephrenic, catatonic, or even paranoid schizophrenia. In this type of schizophrenia, the patient's personality seems to have completely disintegrated.

Questions

- The passage states that schizophrenia
 - (A) is a single psychological disorder
 - (B) always involves delusions
 - (C) is a group of various psychological disorders
 - (D) always develops early in life
- The phrase **manifested in** in paragraph 2 is closest in meaning to
 - (A) internalized within
 - (B) demonstrated by
 - (C) created in
 - (D) maintained by
- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 3? *Incorrect* choices change the meaning in important ways or leave out essential information.
 - (A) Simple schizophrenia generally starts at an early age and slowly worsens.
 - (B) All types of schizophrenics withdraw from their families as their disease progresses.
 - (C) Those suffering from simple schizophrenia tend to move more and more slowly over the years.
 - (D) It is common for simple schizophrenia to start at an early age and remain less severe than other types of schizophrenia.
- The word **apathetic** in paragraph 3 is closest in meaning to
 - (A) sentimental
 - (B) logical
 - (C) realistic
 - (D) emotionless
- Look at the four squares [■] that indicate where the following sentence can be added to paragraph 3.
At this point, hospitalization will most likely be deemed necessary.
Click on a square [■] to add the sentence to the passage.
- The word **unwarranted** in paragraph 4 is closest in meaning to
 - (A) inappropriate
 - (B) uncontrolled
 - (C) insensitive
 - (D) underestimated
- The phrase **get along** in paragraph 5 could best be replaced by
 - (A) mobilize
 - (B) negotiate
 - (C) manage
 - (D) travel
- The author uses the word **While** in paragraph 5 in order to show that paranoid schizophrenics
 - (A) think in a way that is materially different from the way that they act
 - (B) have strange delusions at the same time that they have unusual thought patterns
 - (C) can think clearly in spite of their strange behavior
 - (D) exhibit strange behaviors as they think unusual thoughts
- It is implied in paragraph 5 that a paranoid schizophrenic would be most likely to
 - (A) break into unexplained laughter
 - (B) believe that he is a great leader
 - (C) withdraw into a stuporous state
 - (D) improve over time
- The word **mute** in paragraph 6 is closest in meaning to
 - (A) asleep
 - (B) quiet
 - (C) deaf
 - (D) frightened
- The word **it** in paragraph 7 refers to
 - (A) the disease
 - (B) a slow progression
 - (C) one stage
 - (D) the other

12. It is NOT indicated in the passage that which of the following suffers from delusions?

- (A) A hebephrenic schizophrenic
- (B) A paranoid schizophrenic
- (C) A catatonic schizophrenic
- (D) An acute schizophrenic

13. **Directions:** One of the answer choices below is used to describe each of the types of schizophrenia. Complete the table by matching appropriate answer choices to the types of schizophrenia they are used to describe. ***This question is worth 3 points.***

simple schizophrenia	•
hebephrenic schizophrenia	•
paranoid schizophrenia	•
catatonic schizophrenia	•
acute schizophrenia	•

Answer Choices (choose 5 to complete the chart):

- (1) Sometimes involves behavior that is quite normal, and even exceptional, and at other times involves delusions that cause negative behavior
- (2) Appears suddenly and includes a variety of behaviors from various other types of schizophrenia
- (3) Starts at a young age and progresses slowly, moving from withdrawal from society to serious emotional problems
- (4) Involves violent behavior during phases of extreme stupor
- (5) Involves irrational and irregular behavior on an ongoing basis that makes it impossible to take part in regular social interactions
- (6) Is a less serious form of the disease that develops later in life and involves complete disintegration of personality
- (7) Involves drastic changes from extremely quiet and withdrawn behavior to wild and uncontrolled behavior

Turn to the chart on page 544, and circle the numbers of the questions that you missed.

LISTENING

Listening Comprehension


Section Directions

This section measures your ability to understand conversations and lectures in English.

You will listen to 1 conversation and 1 lecture. You will hear each conversation and lecture **one** time.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.

You will now begin this part of the Listening section.

12. It is NOT indicated in the passage that which of the following suffers from delusions?

- (A) A hebephrenic schizophrenic
- (B) A paranoid schizophrenic
- (C) A catatonic schizophrenic
- (D) An acute schizophrenic

13. **Directions:** One of the answer choices below is used to describe each of the types of schizophrenia. Complete the table by matching appropriate answer choices to the types of schizophrenia they are used to describe. ***This question is worth 3 points.***

simple schizophrenia	•
hebephrenic schizophrenia	•
paranoid schizophrenia	•
catatonic schizophrenia	•
acute schizophrenia	•

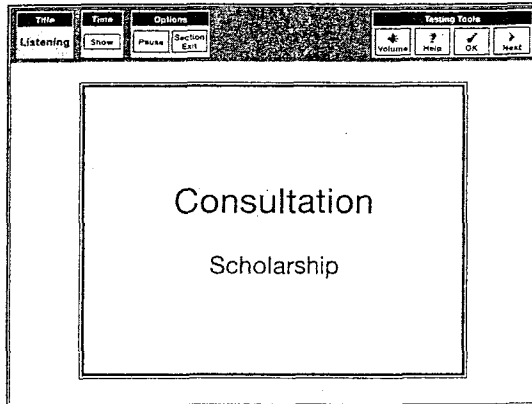
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Turn to the chart on page 544, and circle the numbers of the questions that you missed.

Questions 1-5

Listen to a conversation between a student and a worker in a university office.



1. Why does the student go to see this office worker?
- (A) To ask for a letter of reference
 - (B) To turn in an application for a scholarship
 - (C) To ask for an application for university admission
 - (D) To find out how to apply for a particular program

2. Does the office worker emphasize each of these?

For each item, click in the YES or NO column.

	YES	NO
The date the completed application is due		
The need to answer all questions		
The length of the essays		
The information to be included in the reference letters		

3. Why does the student ask about the question on high school ranking?
- (A) It is an example of a question he finds difficult to answer.
 - (B) It seems like a question that would take too much time to answer.
 - (C) He thinks that his high school ranking might be too low.
 - (D) He thinks the question should be answered by someone else.

4. What does the advisor say about the essays?
- (A) The student needs to answer the two essay questions on page four.
 - (B) The student needs to answer two of the four essay questions on page seven.
 - (C) The student needs to answer all four essay questions on page seven.
 - (D) The student needs to answer the four essay questions on page two.

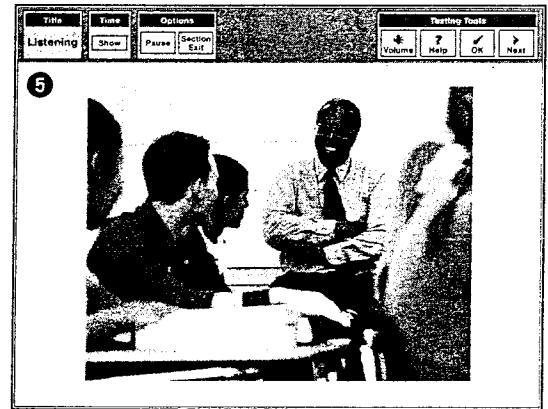
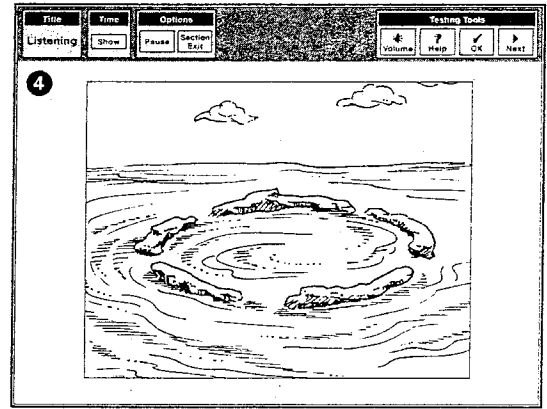
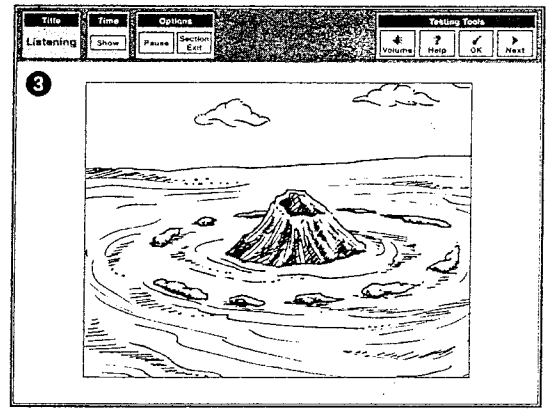
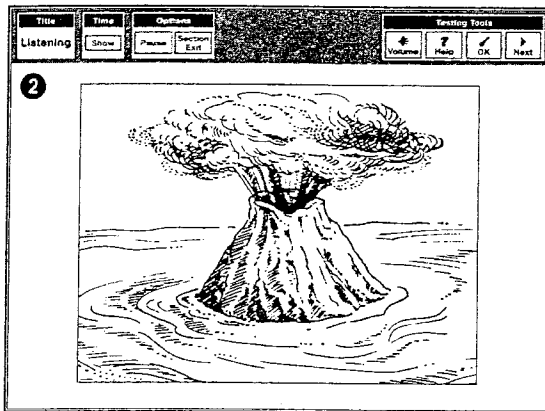
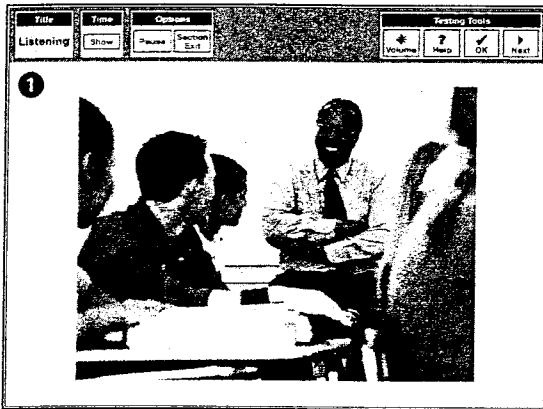
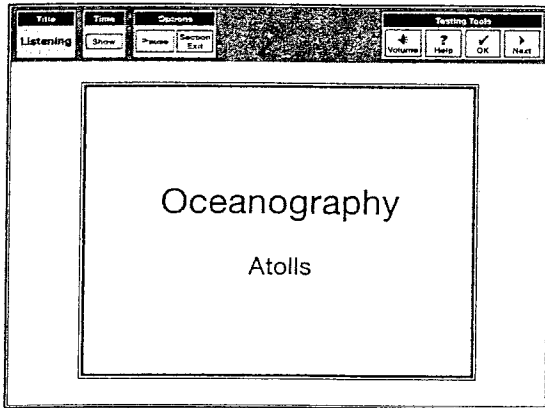
5. What does the advisor say about the letters of reference?

Click on 2 answers.

- (A) The student needs two of them.
- (B) The student needs three of them.
- (C) Two must be written by professors.
- (D) Only one can be written by a professor.

Questions 6-11

Listen to a discussion by a group of students in an oceanography class.



6. What is this discussion mainly about?

- A How oceanic volcanoes occur
- B The formation of certain coralline structures
- C Where atolls most likely occur
- D The formation of lagoons


7. What is an atoll made of?


- A A combination of coral and algae
- B A combination of algae and volcanic ash
- C Only of algae
- D Only of coral

8. Where do atolls tend to grow?

Click on 2 answers.

- A In tropical areas
- B In arctic areas
- C In warm water
- D In cool water

9. Listen again to part of the discussion. Then answer the question. 

Why does the instructor say this: 

- A The student's response was incorrect.
- B She would like a more thorough response from the student.
- C The diagram they are looking at is not clear enough.
- D She does not understand the student's response.

10. In what order do these occur?

For each statement, click in the correct column.

	1st step	2nd step	3rd step	4th step
Coral begins to grow.				
A volcanic island forms.				
The volcano disappears underwater.				
The volcano erodes.				

11. What is true about a lagoon?

Click on 2 answers.

- A It is a body of water.
- B It encircles an atoll.
- C It is made of coral.
- D It is surrounded by an atoll.

Turn to the chart on page 545, and circle the numbers of the questions that you missed.

SPEAKING

Time	Options	Directions	Testing Tools
Speaking	Pause Section Exit	Continue	Volume Help OK Next

Speaking
Section Directions

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer three questions. Answer each of the questions as completely as possible.

In question 1, you will speak about a familiar topic. You need to demonstrate your ability to speak clearly and coherently about the topic.

In question 2, you will first read a short text. You will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. You need to demonstrate your ability to speak clearly and coherently and to accurately convey information about what you read and heard.

In question 3, you will first listen to part of a conversation or a lecture. You will then be asked a question about what you heard. You need to demonstrate your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help you prepare your response.

Listen carefully to the directions for each question. The directions will not be written on the screen.

Questions 1–3

Question 1

Read the question. On a piece of paper, take notes on the main points of a response. Then respond to the question.

What are the most important characteristics of a good friend? Use examples to support your response.

Preparation Time: 15 seconds
Response Time: 45 seconds


Question 2

Read the passage. On a piece of paper, take notes on the main points of the reading passage.

Reading Time: 45 seconds

A notice in the administration building

Eight positions for student assistants are available in the Administration Building for the coming academic year. These positions are open to full-time students who have completed at least 60 units with a minimum grade-point average of 3.0. Students applying for these positions must be available to work either from 9:00 AM to noon or from 1:00 to 4:00 PM Monday through Friday. They must also have basic computer and telephone skills. Applications may be obtained as of now at the reception desk in the Administration Building; they must be completed and submitted no later than 4:00 PM this coming Friday.

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage. 




Now answer the following question:

How do the students respond to the notice about the positions in the Administration Building?

Preparation Time: 30 seconds
Response Time: 60 seconds

Question 3

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage. 



Now answer the following question:

How is the concept of zero-sum games related to the study of economic systems?

Preparation Time: 20 seconds
Response Time: 60 seconds

After you have completed this test, fill in the chart on pages 546–551.

WRITING

Writing
Section Directions

This section measures your ability to use writing to communicate in an academic environment. There will be one writing task.

For this writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard.

Integrated Writing Directions

For this task, you will read a passage about an academic topic. You will have **3 minutes** to read the passage. You may take notes on the passage while you read. The passage will then be removed and you will listen to a lecture about the same topic. While you listen, you may also take notes.

Then you will write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does **not** ask you to express your personal opinion. You will be able to see the reading passage again when it is time for you to write. You may use your notes to help you answer the question. You will have **20 minutes** to write your response.

Typically, an effective response will be 150 to 225 words. You need to demonstrate your ability to write well and to provide complete and accurate content.

Now you will see the reading passage. Remember you can look at the passage again when you write your response. Immediately after the reading time ends, the lecture begins.


Read the passage. On a piece of paper, take notes on the main points of the reading passage.

Reading Time: 3 minutes

Joseph Heller's *Catch-22* (1961) is one of the most acclaimed novels of the twentieth century. It is a black comedy about life in the military during World War II. It features bombardier John Yossarian, who is trying to survive the military's inexhaustible supply of bureaucracy and who is frantically trying to do anything to avoid killing and being killed. Heller was able to use his own experiences in the Air Force during World War II to create this character and the novel.

Even though *Catch-22* eventually became known as a great novel, it was not originally considered one. When it was first published in 1961, the reviews were tepid and the sales were lackluster. It was not well received at this point at least in part because it presented such a cowardly protagonist at a time when World War II veterans were being lauded for their selfless courage.

Within a few years of the release of the book, as an unpopular war in Southeast Asia was heating up, Heller's *Catch-22* found a new audience eager to enjoy the exploits of Heller's war-averse protagonist. It was within the framework of this era that *Catch-22* was newly discovered, newly examined, and newly credited as one of the century's best novels.

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage. 



Now answer the following question:

How does the information in the listening passage add to the ideas presented in the reading passage?

Preparation Time: 1 minute
Response Time: 20 minutes

After you have completed this test, fill in the chart on pages 552–553.

READING

Time Reading	Options Pause Section Exit	Directions Continue	Testing Tools Help
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Reading
Section Directions

This section measures your ability to understand an academic passage in English.

Most questions are worth 1 point, but the last question is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. You will read 1 passage. You will have **20 minutes** to read the passage and answer the questions.

Paragraph

Exxon Valdez

- 1 In the late 1980s, a disaster involving the *Exxon Valdez*, an oil tanker tasked with transporting oil from southern Alaska to the West Coast of the United States, caused a considerable amount of damage to the environment of Alaska. Crude oil from Alaska's North Slope fields near Prudhoe Bay on the north coast of Alaska is carried by pipeline to the port of Valdez on the southern coast and from there is shipped by tanker to the West Coast. On March 24, 1989, the *Exxon Valdez*, a huge oil tanker more than three football fields in length, went off course in a 16-kilometer-wide channel in Prince William Sound near Valdez, Alaska, hitting submerged rocks and causing a tremendous oil spill. The resulting oil slick spread rapidly and coated more than 1,600 kilometers (1,000 miles) of coastline. Though actual numbers can never be known, it is believed that at least a half million birds, thousands of seals and otters, quite a few whales, and an untold number of fish were killed as a result.
- 2 Decades before this disaster, environmentalists had predicted just such an enormous oil spill in this area because of the treacherous nature of the waters due to the submerged reefs, icebergs, and violent storms there. They had urged that oil be transported to the continental United States by land-based pipeline rather than by oil tanker or by undersea pipeline to reduce the potential damage to the environment posed by the threat of an oil spill. Alyeska, a consortium of the seven oil companies working in Alaska's North Slope fields, argued against such a land-based pipeline on the basis of the length of time that such a pipeline would take to construct and on the belief, or perhaps wishful thinking, that the probability of a tanker spill in the area was extremely low.
- 3 Government agencies charged with protecting the environment were assured by Alyeska and Exxon that such a pipeline was unnecessary because appropriate protective measures had been taken, that within five hours of any accident there would be enough equipment and trained workers to clean up any spill before it managed to cause much damage. However, when the *Exxon Valdez* spill actually occurred, Exxon and Alyeska were unprepared, in terms of both equipment and personnel, to deal with the spill. Though it was a massive spill, appropriate personnel and equipment available in a timely fashion could have reduced the damage considerably. Exxon ended up spending billions of dollars on the clean-up itself and, in addition, spent further billions in fines and damages to the state of Alaska, the federal government, commercial fishermen, property owners, and others harmed by the disaster. The total cost to Exxon was more than \$8 billion.
- 4 A step that could possibly have prevented this accident even though the tanker did run into submerged rocks would have been a double hull on the tanker. Today, almost all merchant ships have double hulls, but only a small percentage of oil tankers do. Legislation passed since the spill requires all new tankers to be built with double hulls, but many older tankers have received dispensations to avoid the \$25 million cost per tanker to convert a single hulled tanker to one with a double hull. However, compared with the \$8.5 billion cost of the *Exxon Valdez* catastrophe, it is a comparatively paltry sum.

sentence in paragraph 4? *Incorrect* choices change the meaning in important ways or leave out essential information.

- (A) In spite of the legislation requiring double hulls on all ships, many ship owners have paid millions of dollars to avoid installing double hulls.
- (B) Although new tankers are legally required to have double hulls, not all older tankers have been required to do so.
- (C) Laws have been passed requiring all tankers, both old and new, to have double hulls.
- (D) It is very expensive to build double-hulled tankers, so most new tankers do not have double hulls.

- (A) insignificant
- (B) unbelievable
- (C) inaccurate
- (D) enormous

13.

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. *This question is worth 3 points.*

The passage discusses the tragedy of the *Exxon Valdez* and factors that could have prevented or lessened the damage.

-
-
-

Answer Choices (choose 3 to complete the chart):

- (1) Higher fines and damage payments for Exxon
- (2) Appropriate preparations by oil companies for tanker spills
- (3) A land-based oil pipeline from southern Alaska to the West Coast
- (4) Additional dispensations for single-hulled tankers
- (5) The use of double-hulled ships to transport oil
- (6) A land-based oil pipeline from the North Slope fields to Valdez

Turn to the chart on page 544, and circle the numbers of the questions that you missed.

Listening

Options
Pause Section
Exit

Directions
Continue

Testing Tools
Volume ? Help OK Next

Listening Comprehension


Section Directions

This section measures your ability to understand conversations and lectures in English.

You will listen to 1 conversation and 1 lecture. You will hear each conversation and lecture **one** time.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

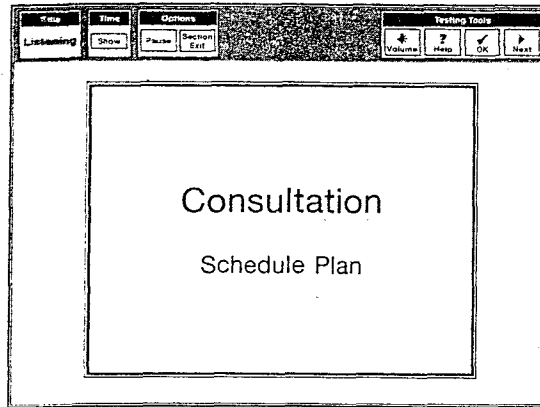
You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions, you will see this icon: . This means that you will hear, but not see, part of the question.


You will now begin this part of the Listening section.

Questions 1-5

Listen to a conversation between a student and her advisor.



1. Why is the student in the advisor's office?
- Ⓐ To review the courses she has taken
 - Ⓑ To learn about some general education requirements
 - Ⓒ To discuss her schedule for the coming semester
 - Ⓓ To talk about a problem in her chemistry course

2. Listen again to part of the passage. Then answer the question. 

Why does the advisor start the conversation this way?

- Ⓐ To indicate that the student is late for an appointment
- Ⓑ To explain what he has just been doing
- Ⓒ To apologize for starting the meeting late
- Ⓓ To clarify what time of day it is

3. How does the student seem to feel about chemistry?

- Ⓐ It is quite challenging.
- Ⓑ It is too easy.
- Ⓒ It is quite fun.
- Ⓓ It is not much work.

4. What does the student want to do?
- Ⓐ Skip the second part of chemistry permanently
 - Ⓑ Change her major to athletics
 - Ⓒ Enroll in an additional chemistry class immediately
 - Ⓓ Take a break from chemistry for a while

5. How does the advisor seem to feel about the student's decision?

- Ⓐ It is unacceptable.
- Ⓑ It seems reasonable.
- Ⓒ It needs to be reconsidered.
- Ⓓ It is just what he would recommend.


Questions 6-11

Listen to a lecture in a zoology class.

Listening [Show] [Pause] [Section Exit] [Volume] [Help] [OK] [Next]

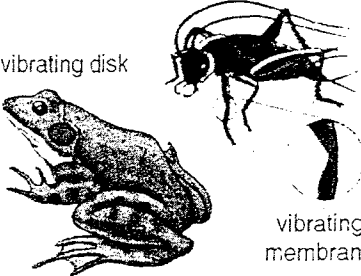
Zoology
Animal Hearing

1



2

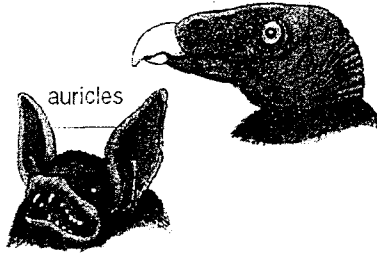
vibrating disk



vibrating membrane

3

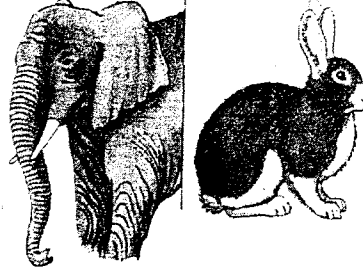
auditory canal



auricles

4

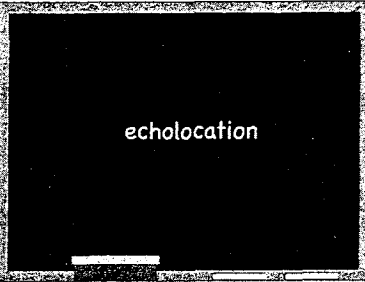
auricles




auricles

5

echolocation



6




6. How is the information in the lecture organized?
- (A) Various types of auricles are outlined.
 - (B) Smaller to larger animals are described.
 - (C) Various types of hearing organs are evaluated for their effectiveness.
 - (D) Examples of various hearing mechanisms are provided.

7. What type of hearing organ does each animal have?

For each animal, click in the correct column.

	Disks behind eyes	Membranes on legs	Auditory canals
Cricket			
Frog			
Bird			

8. What do the disks on frogs do?
- (A) They vibrate when struck by sound waves.
 - (B) They lead to the inner ear.
 - (C) They reflect sound waves off objects.
 - (D) They allow heat to escape the body.
9. What is true about mammals?
- (A) They have membranes on their auditory canals.
 - (B) They use echolocation.
 - (C) They generally have auricles.
 - (D) They hear better than birds.

10. Listen again to part of the passage. Then answer the question. 

Why does the professor say this?

- (A) To indicate that the lecture is coming to an end
- (B) To announce that a slightly different topic will follow
- (C) To summarize previously stated information
- (D) To reinforce a particularly important point

11. What is true about echolocation?

Click on 2 answers.

- (A) It involves making sounds and then waiting to hear echoes.
- (B) It can be used to detect objects in the way.
- (C) It cannot be used to determine how distant objects are.
- (D) It is only used by land animals.

Turn to the chart on page 545, and circle the numbers of the questions that you missed.

SPEAKING

Title	Options	Directions	Testing Tools
Speaking	Pause Section Exit	Continue	Volume Help OK Next

Speaking

Section Directions

In this section of the test, you will be able to demonstrate your ability to speak about a variety of topics. You will answer three questions. Answer each of the questions as completely as possible.

In question 1, you will speak about a familiar topic. You need to demonstrate your ability to speak clearly and coherently about the topic.

In question 2, you will first read a short text. You will then listen to a talk on the same topic. You will then be asked a question about what you have read and heard. You will need to combine appropriate information from the text and the talk to provide a complete answer to the question. You need to demonstrate your ability to speak clearly and coherently and to accurately convey information about what you read and heard.

In question 3, you will first listen to part of a conversation or a lecture. You will then be asked a question about what you heard. You need to demonstrate your ability to speak clearly and coherently and on your ability to accurately convey information about what you heard.

You may take notes while you read and while you listen to the conversations and lectures. You may use your notes to help you prepare your response.

Listen carefully to the directions for each question. The directions will not be written on the screen.

Questions 1–3

Question 1

Read the question. On a piece of paper, take notes on the main points of a response. Then respond to the question.

If you won a million dollars, would you save most of it or spend most of it? Use reasons and details to support your response.

Preparation Time: 15 seconds
Response Time: 45 seconds


Question 2

Read the passage. On a piece of paper, take notes on the main points of the reading passage.

Reading Time: 45 seconds

Formation of the Solar System

Around 5 billion years ago, what is today our solar system was most likely a spinning cloud of gas and dust. The vast majority of gas and dust in this cloud began clumping together to form our Sun, and some of the rest of the material began forming clumps that became the planets in our solar system, including our Earth. As our planet came together, it formed into a globe with a layered structure. The way that this layered structure ended up was with the heavier material in the middle of the globe and the lighter material on the outside surrounding the heavier material.

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage. 




Now answer the following question:

How does the information in the listening passage add to what is explained in the reading passage?

Preparation Time: 30 seconds
Response Time: 60 seconds

Question 3

Listen to the passage. On a piece of paper, take notes on the main points of the listening passage. 



Now answer the following question:

How are the students dealing with the situation surrounding the guest speaker?

Preparation Time: 20 seconds
Response Time: 60 seconds

After you have completed this test, fill in the chart on pages 546–551.

WRITING

The screenshot shows a software window titled "Writing" with a "Section Directions" header. The text inside the window provides instructions for the writing task, including a 30-minute time limit and a 300-word minimum requirement.

Writing
Section Directions

This section measures your ability to use writing to communicate in an academic environment. There will be one writing task.

For this writing task, you will answer a question based on your own knowledge and experience.

Independent Writing Directions

For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue. You will have **30 minutes** to plan, write, and revise your response.

Typically, an effective essay will contain a minimum of 300 words. You need to demonstrate your ability to write well. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

Read the question. On a piece of paper, take notes on the main points of a response. Then write your response.

Traveling to a different country can be both exciting and frustrating at the same time. What are the most important pieces of advice that you would give visitors coming to your country? Give reasons and details to support your response.

Response Time: 30 minutes

After you have completed this test, fill in the chart on pages 552–553.