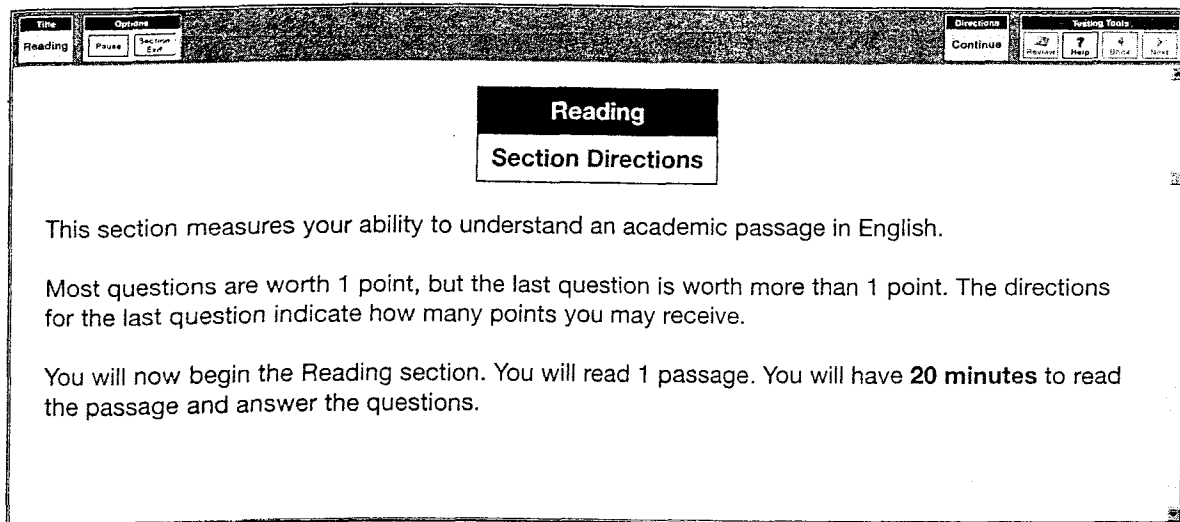


# MINI-TEST 7

## 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

### Plate Tectonics

- 1 According to the theory of plate tectonics, the upper portion of the Earth's lithosphere, which contains the heavier oceanic and the lighter continental crusts, consists of a series of rigid plates that are in constant motion. This theory provides a cohesive model to explain the integrated actions of continental drift, seafloor spreading, and mountain formation.
- 2 The Earth's plates are estimated to have an average depth of approximately 60 miles (or 100 kilometers), but they are believed to vary considerably in size. Some are estimated to be continental or even hemispheric in size, while others are believed to be much smaller. Though the actual boundaries and sizes and shapes of the plates are not known for sure, it has been postulated that there are six major plates and somewhere around the same number of smaller ones. Most of the plates consist of both *sial* (continental) and *sima* (oceanic) crust. They are in constant movement, though they move at an extremely slow pace, and these movements cause frequent interactions between plates.
- 3 At this time, scientists have identified three different types of boundaries between plates. At a **divergent** boundary, plates are moving away from each other. This type of boundary occurs at an oceanic ridge, where new material is being added to the seafloor from deeper within the Earth. Shallow earthquakes and underwater volcanoes are associated with this type of plate activity. At a **convergent** boundary, plates are moving toward each other and collide, causing vast folding and crumpling along the edges of the plates. In addition to the folding and crumpling, one of the plates slowly folds under the other. Though this subduction is slow, it can nonetheless be quite catastrophic as the crustal material of the submerging plate gradually melts into the fiery hot depths below. The area where subduction occurs is usually an area where the crust is relatively unstable and is characterized by numerous deep earthquakes and a significant amount of volcanic activity. The boundaries between convergent plates are generally found around the edges of ocean basins and are sometimes associated with deep ocean trenches. A third type of boundary is a **transcurrent** boundary, which involves two plates sliding past each other laterally, without the folding and crumpling that occurs at a convergent boundary. This third type of boundary is thought to be far less common than the other two types of boundaries.
- 4 The concept of plate tectonics provides an understanding of the massive rearrangement of the Earth's crust that has apparently taken place. It is now generally accepted that the single supercontinent known as Pangaea indeed existed, that Pangaea subsequently broke apart into two giant pieces, Gondwanaland in the south and Laurasia in the north, and that the continents attached to the various crustal plates separated and drifted in various directions. As the plates drifted, they may have diverged, which was associated with the spread of the seafloor, or they may have converged, which resulted in collision, subduction, and mountain building.
- 5 The majority of the Earth's major mountain ranges are found in zones where plates converge. The Himalayas, which are the world's highest mountains, along with the central Asian mountains of varying heights associated with them, were formed by the crumpling and folding of two massive plates that collided at a convergent boundary. The landmass that is today known as India was originally part of Gondwanaland, the giant supercontinent in the Southern Hemisphere, but it broke off from Gondwanaland approximately 200 million years ago and drifted north to collide with part of Laurasia, the giant supercontinent in the Northern Hemisphere, to create the world's tallest mountains.

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

Paragraph

### Plate Tectonics

- 1 According to the theory of plate tectonics, the upper portion of the Earth's lithosphere, which contains the heavier oceanic and the lighter continental crusts, consists of a series of rigid plates that are in constant motion. This theory provides a cohesive model to explain the integrated actions of continental drift, seafloor spreading, and mountain formation.
- 2 The Earth's plates are estimated to have an average depth of approximately 60 miles (or 100 kilometers), but they are believed to vary considerably in size. Some are estimated to be continental or even hemispheric in size, while others are believed to be much smaller. Though the actual boundaries and sizes and shapes of the plates are not known for sure, it has been postulated that there are six major plates and somewhere around the same number of smaller ones. Most of the plates consist of both *sial* (continental) and *sima* (oceanic) crust. They are in constant movement, though they move at an extremely slow pace, and these movements cause frequent interactions between plates.
- 3 At this time, scientists have identified three different types of boundaries between plates. At a **divergent** boundary, plates are moving away from each other. This type of boundary occurs at an oceanic ridge, where new material is being added to the seafloor from deeper within the Earth. Shallow earthquakes and underwater volcanoes are associated with this type of plate activity. At a **convergent** boundary, plates are moving toward each other and collide, causing vast folding and crumpling along the edges of the plates. In addition to the folding and crumpling, one of the plates slowly folds under the other. Though this **subduction** is slow, it can nonetheless be quite catastrophic as the crustal material of the submerging plate gradually melts into the fiery hot depths below. The area where subduction occurs is usually an area where the crust is relatively unstable and is characterized by numerous deep earthquakes and a significant amount of volcanic activity. The boundaries between convergent plates are generally found around the edges of ocean basins and are sometimes **associated with** deep ocean trenches. A third type of boundary is a **transcurrent** boundary, which involves two plates sliding past each other laterally, without the folding and crumpling that occurs at a convergent boundary. This third type of boundary is thought to be far less common than the other two types of boundaries.
- 4 The concept of plate tectonics provides an understanding of the massive rearrangement of the Earth's crust that has apparently taken place. It is now generally accepted that the single supercontinent known as Pangaea indeed existed, that Pangaea subsequently broke apart into two giant pieces, Gondwanaland in the south and Laurasia in the north, and that the continents attached to the various crustal plates separated and drifted in various directions. As the plates **drifted**, they may have diverged, which was associated with the spread of the seafloor, or they may have converged, which resulted in collision, subduction, and mountain building.
- 5 **12A** The majority of the Earth's major mountain ranges are found in zones where plates converge. **12B** The Himalayas, which are the world's highest mountains, along with the central Asian mountains of varying heights associated with them, were formed by the crumpling and folding of two massive plates that collided at a convergent boundary. **12C** The landmass that is today known as India was originally part of Gondwanaland, the giant supercontinent in the Southern Hemisphere, but it broke off from Gondwanaland approximately 200 million years ago and drifted north to collide with part of Laurasia, the giant supercontinent in the Northern Hemisphere, to create the world's tallest mountains. **12D**

## Questions

- The word **cohesive** in paragraph 1 is closest in meaning to
  - unified
  - contemporary
  - tenacious
  - lengthy
- It can be inferred from paragraph 2 that
  - none of the plates has a depth of more than 100 kilometers
  - each of the plates has approximately the same dimensions
  - some plates are relatively stationary
  - there are most likely around 6 minor plates
- The word **postulated** in paragraph 2 is closest in meaning to
  - postponed
  - hypothesized
  - proven
  - forgotten
- The author uses the expression **At this time** at the beginning of paragraph 3 in order to indicate that
  - more types of boundaries might be found in the future
  - interactions are currently occurring between plates
  - all possible types of boundaries have already been located
  - the major plates are all currently moving away from each other
- The word **subduction** in paragraph 3 is closest in meaning to
  - strong attack
  - lateral movement
  - sudden melting
  - downward force
- According to the passage, subduction
  - occurs rapidly
  - has little effect
  - causes one of the plates to sink and melt
  - generally takes place in stable areas
- The phrase **associated with** in paragraph 3 is closest in meaning to
  - related to
  - working with
  - hidden from
  - found inside
- It is NOT stated in paragraph 4 that it is generally accepted that
  - there used to be a giant continent
  - the giant continent broke into parts
  - Gondwanaland moved to the south and Laurasia moved to the north
  - the continents moved in various directions
- The word **drifted** in paragraph 4 is closest in meaning to
  - broke down
  - moved slowly
  - were formed
  - lifted up
- The word **them** in paragraph 5 refers to
  - zones
  - the Himalayas
  - central Asian mountains
  - two massive plates
- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 5? *Incorrect* choices change the meaning in important ways or leave out essential information.
  - India was formed when a landmass from the Southern Hemisphere broke off and collided with a landmass in the Northern Hemisphere.
  - Gondwanaland drifted north 200 million years ago to merge with Laurasia.
  - India was formed 200 million years ago when two giant supercontinents drifted north and collided.
  - The world's tallest mountains used to be in India, but they broke off from India and drifted to the north.

12. Look at the four squares [■] that indicate where the following sentence can be added to paragraph 5.

**Mountain building is clearly explained through the concept of plate tectonics.**

Click on a square [■] to add the sentence to the passage.

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

<b>divergent boundary</b>	• •
<b>convergent boundary</b>	• •
<b>transcurrent boundary</b>	• •

**Answer Choices** (choose 6 to complete the chart):

- (1) Occurs when two plates remain stationary in relation to each other
- (2) Occurs when plates moving toward each other do not collide
- (3) Occurs when plates move away from each other
- (4) Occurs when plates moving toward each other collide
- (5) Can result in the creation of mountains
- (6) Causes the continents to shift
- (7) Is the least common type of boundary
- (8) Can result in the spreading of the seafloor

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

# LISTENING

Title		Options		Directions		Testing Tools			
Listening		Pause	Section Exit	Continue		Volume	?	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.

# LISTENING

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


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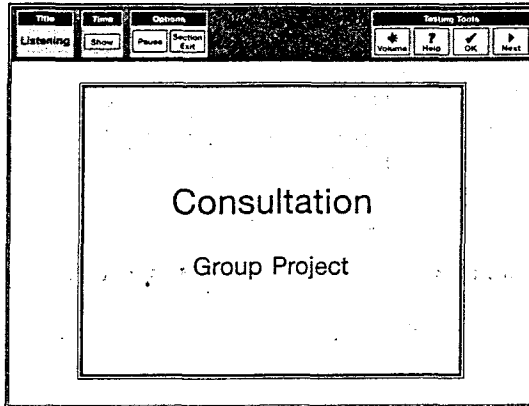
You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

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 a professor.






1. Why does the student go to talk with the professor?
- Ⓐ To find out who else is working on his group presentation
  - Ⓑ To discuss how to resolve a problem his group is having
  - Ⓒ To set up a meeting with his group and the professor
  - Ⓓ To discuss the issues his group has developed for their presentation

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

What does the professor mean when she says this: 

- Ⓐ "Your question is too hard for me to answer."
  - Ⓑ "Can you please specify what your presentation is about?"
  - Ⓒ "Your question is a really good one."
  - Ⓓ "I can't answer until I understand better what your question is."
3. What does the professor think the students have done wrong?
- Ⓐ They are concentrating on dividing up topics too early.
  - Ⓑ They have come up with too many issues.
  - Ⓒ They need to determine more than one issue.
  - Ⓓ They have determined the issues but not the solutions.

4. What should the students do first?
- Ⓐ Find the main issue the company is facing
  - Ⓑ Determine how to organize their presentation
  - Ⓒ Determine the main issues and how to solve them
  - Ⓓ Determine which part of the presentation each student should work on

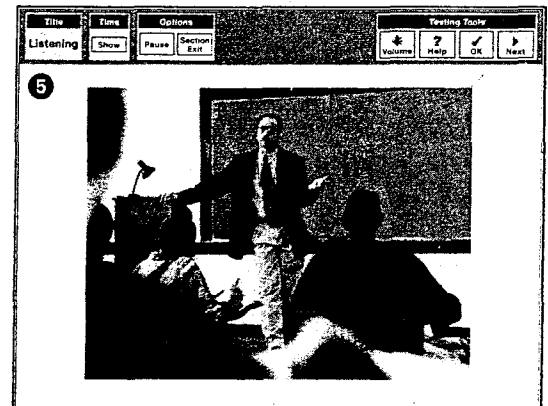
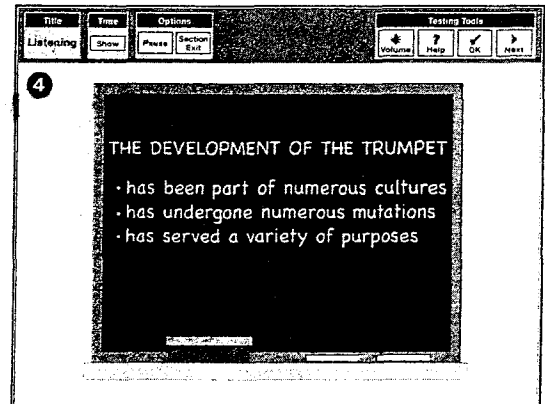
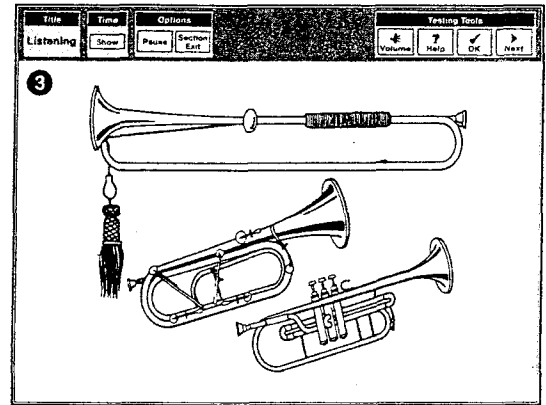
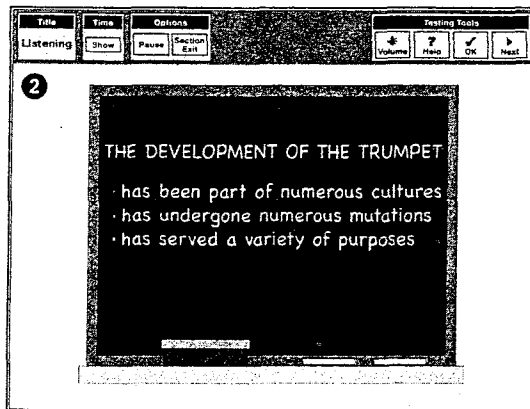
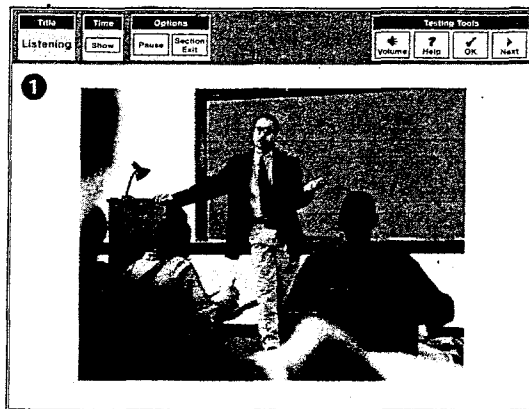
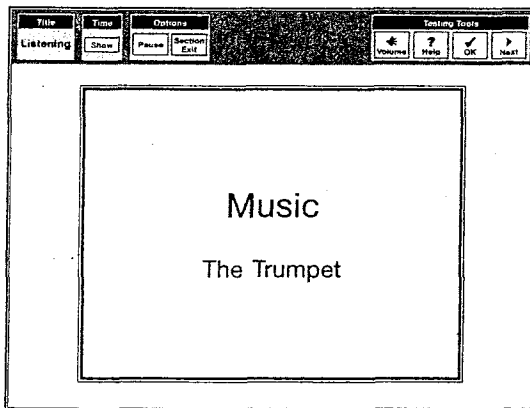
5. Listen again to part of the passage. Then answer the question. 

Why does the professor say this?

- Ⓐ To outline how the students should organize the presentation
- Ⓑ To apologize for not knowing how the students should organize the presentation
- Ⓒ To clarify that the students should discuss two issues
- Ⓓ To suggest that there are many possible ways to organize the presentation

## Questions 6-11

Listen to a lecture in a music class.



6. What can be concluded about the development of the trumpet?
- (A) It was invented fairly recently.
  - (B) It has been used in various forms around the world.
  - (C) Its primary use has traditionally been as a musical instrument.
  - (D) Its current form is the same as earlier forms.
7. Does the professor make each of these points about the development of the trumpet?

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


	YES	NO
The culture where the earliest trumpet developed is known.		
Today's trumpet is much like the earliest trumpet.		
The trumpet has been used in many different ways.		
Many different types of music have been written for the trumpet.		

8. Which was NOT mentioned as a material from which trumpets have been made?
- (A) Tusks
  - (B) Cane
  - (C) Stone
  - (D) Silver

9. When did different parts of the trumpet develop?

Click on 2 answers.

- (A) The trumpet's tubing was initially straight and later the tubing became looped.
- (B) Valves were added to the trumpet before a bell was added.
- (C) The tubing on the trumpet was looped before a bell was added.
- (D) A bell was added to an early trumpet that was a long straight tube.

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

Why does the professor say this?

- (A) To indicate to the students where he is in his overall outline of points
  - (B) To make sure that the students are paying attention
  - (C) To correct an error he just made
  - (D) To summarize all the points in the passage
11. How did the professor categorize each of these uses of a trumpet?

For each use, click in the correct column.

	Ceremony	Battle	Communication
Playing from a mountaintop			
Beginning a charge			
Announcing an arrival			

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

# SPEAKING

Title Speaking	Options Pause Section Exit	Directions Continue	Testing Tools Volume Help OK Next
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**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 do you dislike most about studying English? 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

##### *Part of a syllabus in a political science class*

Please note that this political science class is a discussion class. This means that you must complete the assigned reading before each class and be prepared to take part in a discussion of the assigned reading. The reading list is attached, and you must complete the assigned reading from the reading list before you come to class. If you have not finished the assigned reading, do not bother to come to class. If you do not plan on taking part in class discussions, do not come to class. If this does not sound good to you, I will be delighted to sign a drop card so that you can transfer to a different class.

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 seem to feel about the professor's policy on class discussions?

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:

What points does the professor make about a certain kind of response from the public?

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

Hemophilia is a condition in which the blood either clots slowly or fails to clot at all. Most people who get a little cut on a finger can put a bandage on the cut, and the cut on the finger will heal because the blood will clot. A blood clot forms from the polymerization of protein fibers that circulate in the blood. A number of protein factors take part in the process, and it is necessary for all of the protein factors to function correctly for blood to clot. Hemophilia exists when any of the factors is either missing or not functioning.

The most common kinds of hemophilia are hemophilia A (or classic hemophilia) and hemophilia B (or Christmas hemophilia), which was named after the first person known to have contracted it. Hemophilia A occurs when clotting factor 8 is not functioning properly; 85 percent of those who suffer from hemophilia have hemophilia type A. Hemophilia B occurs when factor 9 is not functioning properly; almost all of the rest of those who suffer from hemophilia have hemophilia B.

Hemophilia is generally passed from mother to son, though sometimes it seems to develop spontaneously in some women. Women carry the recessive gene but do not generally develop the disease. A mother who carries the defective gene may or may not pass it on to her children. If a mother passes the defective gene to a daughter, the daughter will carry the gene but will most likely not develop the disease. If a mother passes the defective gene to a son, then the son will most likely develop the disease.

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 information in the listening passage related to the information 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

**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.

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

Paragraph

### Limners

- 1 The earliest known American painters, who were active in the latter part of the seventeenth century and the early part of the eighteenth century, were described in documents, journals, and letters of the time as limners. Most of the paintings created by limners were portraits, and they were unsigned because the finished pieces did not belong to the limners who created them but were instead the possessions of the subjects in the portraits. The portraits today are named after the subjects portrayed in them, and a particular artist is known only as the creator of a particular portrait; thus a particular portrait is named *Mrs. Elizabeth Freake and Baby Mary* after the people in the portrait, and the limner who created the portrait is known only as the Freake Limner. Art historians who specialize in art from this era have been able to identify clusters of portraits painted by each of a number of limners but, in many cases, do not know the name of the actual limner.
- 2 As can be seen from the fact that portraits created by limners went unsigned, limners were regarded more as artisans or skilled tradesmen than as artists. They earned their living as many artisans and tradesmen did at the time, as itinerant workers moving from town to town offering their services to either those who could pay or, more likely, to those who had goods or services to offer in return. They were able to paint portraits for those desiring to have a tangible representation of a family member for posterity; they also took on a variety of other types of painting jobs to stay employed, such as painting the walls of buildings, painting signs for businesses, and painting furniture.
- 3 **9A** Some of the early portraitists most likely received their education in art or trained as artisans in Europe prior to their arrival in America and then trained others in America in their craft; because they were working in undeveloped or minimally developed colonial areas, their lives were quite difficult. **9B** They had little access to information about the world of art and little access to art supplies, so they needed to mix their own paints and make their own brushes and stretched canvasses. **9C** They also needed to be prepared to take on whatever painting jobs were needed to survive. **9D**
- 4 There seem to be two broad categories of painting styles used by the portraitists, the style of the New England limners and the style of the New York limners. The style of the New England limners was a decorative style with flat characters, characters that seemed to lack mass and volume. This is not because the New England limners had no knowledge of painting techniques but was instead because the New England limners were using the style of Tudor painting that became popular during the reign of Queen Elizabeth I, a style that included characters with a flat woodenness yet with the numerous highly decorative touches and frills popular in the English court.
- 5 The New York limners had a rather different style from the New England limners, and this was because New York had a different background from the rest of New England. Much of New England had been colonized by the English, and thus the basis for the style of the New England limners was the Tudor style that had been popularized during the reign of the Tudor queen Elizabeth I. However, the Dutch had settled the colony of New Amsterdam, and though New Amsterdam became an English colony in 1664 and was renamed New York, the Dutch character and influence was strongly in place during the era of the limners. The New York limners, as a result, were influenced by the Dutch artists of the time rather than the Tudor artists. Dutch art, unlike the more flowery Tudor art, was considerably more sober and prosaic. In addition, the New York limners lacked the flat portrayals of characters of the New England limners and instead made use of light and shade to create more lifelike portraits.

## Questions

- The word **pieces** in paragraph 1 could best be replaced by
  - parts
  - works
  - ideas
  - fragments
- The word **them** in paragraph 1 refers to
  - limners
  - portraits
  - possessions
  - subjects
- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 1? *Incorrect* choices change the meaning in important ways or leave out essential information.
  - Art historians have been able to identify characteristics in paintings indicating that the paintings were created by limners.
  - Artists from the era of limners painted clusters of portraits without knowing whom they were painting.
  - People studying art have been able to identify clusters of artists who had painted portraits of the same subjects.
  - Certain groups of portraits are known to have been painted by the same limner, though the limner's name is often not known.
- The word **itinerant** in paragraph 2 is closest in meaning to
  - successful
  - uneducated
  - wandering
  - professional
- It is NOT mentioned in paragraph 2 that a limner might
  - work as a carpenter
  - receive pay for a painting
  - offer his services in return for other services
  - paint a house
- The word **posterity** in paragraph 2 is closest in meaning to
  - prominent display
  - future generations
  - social acceptance
  - delayed gratification
- It can be inferred from paragraph 3 that limners
  - would not possibly have had any formal training
  - were quite knowledgeable about the world of art
  - were held in high esteem by the population
  - were not all formally trained artists
- The phrase **take on** in paragraph 3 could best be replaced by
  - accept
  - attack
  - admit
  - allow
- Look at the four squares [■] that indicate where the following sentence can be added to paragraph 3.

**Few limners were formally trained artists.**

Click on a square [■] to add the sentence to the passage.
- Why does the author state that **the Dutch had settled the colony of New Amsterdam** in a passage about limners?
  - To provide background information about the New England limners
  - To indicate why the Tudor style of painting was possible
  - To give a reason for the highly flowery Dutch paintings
  - To explain why the style of the New York limners differed from that of the New England limners

## Questions

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  - would not possibly have had any formal training
  - were quite knowledgeable about the world of art
  - were held in high esteem by the population
  - were not all formally trained artists
- The phrase **take on** in paragraph 3 could best be replaced by
  - accept
  - attack
  - admit
  - allow
- Look at the four squares [■] that indicate where the following sentence can be added to paragraph 3.

**Few limners were formally trained artists.**

Click on a square [■] to add the sentence to the passage.
- Why does the author state that the Dutch had settled the colony of New Amsterdam in a passage about limners?
  - To provide background information about the New England limners
  - To indicate why the Tudor style of painting was possible
  - To give a reason for the highly flowery Dutch paintings
  - To explain why the style of the New York limners differed from that of the New England limners

11. It is stated in the passage that New Amsterdam
- (A) was settled by the English
  - (B) was a Dutch colony after 1664
  - (C) moved from English control to Dutch control
  - (D) later became New York

12. The word prosaic in paragraph 5 is closest in meaning to
- (A) realistic
  - (B) poetic
  - (C) lively
  - (D) strict

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

only the New York limners	• •
only the New England limners	• •
both the New York and New England limners	• •

**Answer Choices** (choose 6 to complete the chart):

- (1) Used a Tudor style of painting
- (2) Painted for Queen Elizabeth I
- (3) Were influenced by the Dutch style of painting
- (4) Did not sign portraits
- (5) Had flat characters and lots of ornamentation
- (6) Had flat characters with little ornamentation
- (7) Earned a living by traveling from town to town
- (8) Had more lifelike characters and less ornamentation

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.

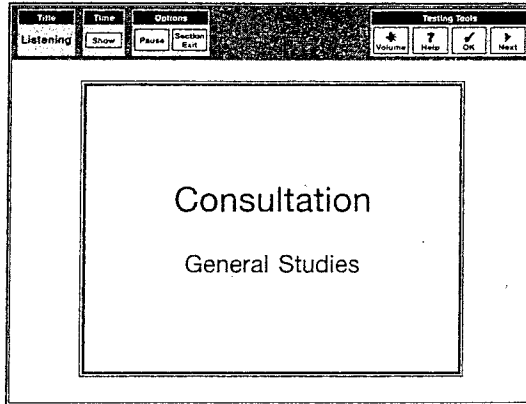
You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.


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.

**Questions 1-5**

Listen to a conversation between a student and an advisor.



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

What does the advisor mean when he says this: 

- A "It's no big deal."
- B "I need to put it down."
- C "I'm telling you the truth."
- D "I'm going to say it directly."

2. What problem does the student have?

- A She has taken too many courses in her major.
- B She has not yet declared a major field of study.
- C She has not taken some courses she needs for her major.
- D She does not know what the required courses for her major are.

3. What is stated about the courses the student has taken?

Click on 2 answers.

- A She has taken only courses in her major.
- B She has taken only required courses.
- C She has taken only courses she finds interesting.
- D She has taken a wide variety of courses.

4. Which sentence best describes what the advisor seems to think?

- A "I'm really not sure what you've been doing; why don't you tell me?"
- B "You seem to have a bit of a problem; let's look for a solution."
- C "This is really terrible; you'll never be able to graduate."
- D "I'm extremely impressed with what you've been doing; keep doing it!"

5. What does the advisor suggest?

- A Changing to a major with broader requirements
- B Moving into different classes now
- C Taking the required courses for her major as soon as possible
- D Changing the way that she chooses courses



Questions 6-11


Listen to a discussion by some students taking a chemistry class.

Title: Listening Time: Options: Show, Pause, Section Exit, Testing Tools: Volume, Help, OK, Next

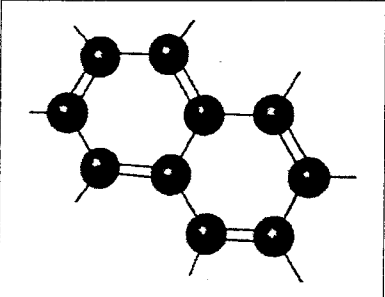
Chemistry

Carbon

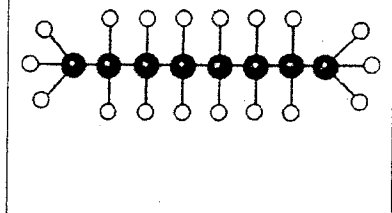
1

A black and white photograph showing three students in a classroom setting. Two students are seated at a desk in the foreground, looking towards the right. A third student is standing behind them, also looking in the same direction. They appear to be engaged in a discussion or looking at something off-camera.


2

A ball-and-stick model of a benzene ring, consisting of six carbon atoms (represented by black spheres) arranged in a hexagonal ring, with alternating single and double bonds. Each carbon atom has one hydrogen atom (represented by a smaller white sphere) attached to it, forming a planar hexagonal structure.

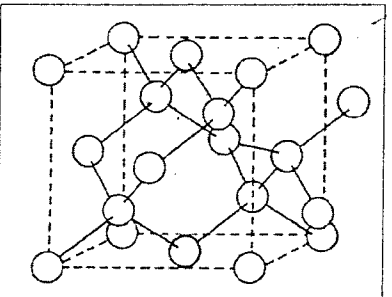
3

A ball-and-stick model of a linear chain of eight carbon atoms (black spheres) connected by single bonds. Each carbon atom in the chain is also bonded to two hydrogen atoms (white spheres), one above and one below the chain, forming a zig-zag shape.

4

A black and white photograph showing three students in a classroom setting, similar to the one in slide 1. They are seated at a desk, looking towards the right, and appear to be engaged in a discussion.

5

A ball-and-stick model of a diamond crystal structure. It shows a three-dimensional network of carbon atoms (black spheres) where each carbon atom is tetrahedrally bonded to four other carbon atoms. The structure is enclosed in a dashed rectangular box to show its 3D nature.

6

A black and white photograph showing three students in a classroom setting, similar to the ones in slides 1 and 4. They are seated at a desk, looking towards the right, and appear to be engaged in a discussion.

6. What is unusual about carbon?
- (A) The number of compounds it forms
  - (B) The size of the compounds it forms
  - (C) The simplicity of all the compounds it forms
  - (D) The hardness of all the compounds it forms

7. What is the structure of each substance?

For each item, click in the correct column.

	Soap	Graphite	Diamond	Octane
Has rings of 6 carbon atoms each				
Has a chain of 8 carbon atoms				
Has a chain of 15–17 atoms				
Has a complex pattern of carbon atoms				

8. Which two molecules do NOT contain only carbon atoms?

Click on 2 answers.

- (A) A graphite molecule
  - (B) An octane molecule
  - (C) A soap molecule
  - (D) A diamond molecule
9. What is NOT true about the uses of molecules containing carbon?
- (A) One carbon compound can be used to make soap.
  - (B) Graphite can be used in pencils.
  - (C) Octane is the only type of gasoline molecule.
  - (D) Diamond can be used to cut other substances.

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

Why does the man say this:

- (A) To demonstrate to the woman that what he said was wrong
  - (B) To explain to the others in the group that he needs to leave
  - (C) To let the others know that he had a good reason for what he said
  - (D) To indicate that he had previously said something incorrect
11. What overall conclusion can be drawn from the discussion?
- (A) Carbon atoms can be part of many extremely different molecules.
  - (B) Carbon can form molecules only with other carbon atoms.
  - (C) Carbon must have other substances with it to form molecules.
  - (D) Carbon atoms attach easily to all other kinds of atoms.

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

# SPEAKING

**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.

Would you prefer to go to a big party or a small gathering with friends?  
Use specific 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

*Somnambulism*

Somnambulism, or sleepwalking, is a sleep disorder that can occur in both children and adults. Its causes are not known but are thought to be related to fatigue, severe exhaustion, anxiety, or reaction to drugs. While someone is sleepwalking, he or she may take part in simple actions such as sitting up or getting up and walking around before returning to bed; more complex activities such as getting dressed, washing dishes, moving furniture, and even operating machines such as cars have been noted among some sleepwalkers. Some episodes of sleepwalking are very brief, lasting only seconds or minutes; longer episodes can last an hour or more.

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:

What possible solutions does the woman offer to the man's problem?

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 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.

Do you agree or disagree with the following statement?

*I think there is too much violence in movies.*

Give specific reasons and examples to support your response.

Response Time: 30 minutes

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