

# ***TOEFL iBT<sup>®</sup>* Test 2**

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# READING

This section measures your ability to understand academic passages in English.

There are three passages in the section. Give yourself 18 minutes to read each passage and answer the questions about it. The entire section will take 54 minutes to complete.

You may look back at a passage when answering the questions. You can skip questions and go back to them later as long as there is time remaining.

**Directions:** Read the passage. Then answer the questions. Give yourself 18 minutes to complete this practice set.

## CHINESE POTTERY

China has one of the world's oldest continuous civilizations—despite invasions and occasional foreign rule. A country as vast as China with so long-lasting a civilization has a complex social and visual history, within which pottery and porcelain play a major role.

The function and status of ceramics in China varied from dynasty to dynasty, so they may be utilitarian, burial, trade, collectors', or even ritual objects, according to their quality and the era in which they were made. The ceramics fall into three broad types—earthenware, stoneware, and porcelain—for vessels, architectural items such as roof tiles, and modeled objects and figures. In addition, there was an important group of sculptures made for religious use, the majority of which were produced in earthenware.

The earliest ceramics were fired to earthenware temperatures, but as early as the fifteenth century B.C., high-temperature stonewares were being made with glazed surfaces. During the Six Dynasties period (A.D. 265–589), kilns<sup>1</sup> in north China were producing high-fired ceramics of good quality. Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into the highly prized porcelains of the Song dynasty (A.D. 960–1279), long regarded as one of the high points in the history of China's ceramic industry. The tradition of religious sculpture extends over most historical periods but is less clearly delineated than that of stonewares or porcelains, for it embraces the old custom of earthenware burial ceramics with later religious images and architectural ornament. Ceramic products also include lead-glazed tomb models of the Han dynasty, three-color lead-glazed vessels and figures of the Tang dynasty, and Ming three-color temple ornaments, in which the motifs were outlined in a raised trail of slip<sup>2</sup>, as well as the many burial ceramics produced in imitation of vessels made in materials of higher intrinsic value.

Trade between the West and the settled and prosperous Chinese dynasties introduced new forms and different technologies. One of the most far-reaching examples is the impact of the fine ninth-century A.D. Chinese porcelain wares imported into the Arab world. So admired were these pieces that they encouraged the development of earthenware made in imitation of porcelain and instigated research into the method of their manufacture. From the Middle East the Chinese acquired a blue pigment—a purified form of cobalt oxide unobtainable at that time in China—that contained only a low level of manganese. Cobalt ores found in China have a high manganese content, which produces a more muted blue-gray color. In the seventeenth century, the trading activities of the Dutch East India Company resulted in vast quantities of decorated Chinese porcelain being brought to Europe, which stimulated and influenced the work of a wide variety of wares, notably Delft. The Chinese themselves adapted many specific vessel forms from the West, such as bottles with long spouts, and designed a range of decorative patterns especially for the European market.

Just as painted designs on Greek pots may seem today to be purely decorative, whereas in fact they were carefully and precisely worked out so that at the time, their meaning was clear, so it is with Chinese pots. To twentieth-century eyes, Chinese pottery may appear merely decorative, yet to the Chinese the form of each object and its adornment had meaning and significance. The dragon represented the emperor, and the phoenix, the empress; the pomegranate indicated fertility, and a pair of fish, happiness; mandarin ducks stood for wedded bliss; the pine tree,

peach, and crane are emblems of long life; and fish leaping from waves indicated success in the civil service examinations. Only when European decorative themes were introduced did these meanings become obscured or even lost.

From early times pots were used in both religious and secular contexts. The imperial court commissioned work and in the Yuan dynasty (A.D. 1279–1368) an imperial ceramic factory was established at Jingdezhen. Pots played an important part in some religious ceremonies. Long and often lyrical descriptions of the different types of ware exist that assist in classifying pots, although these sometimes confuse an already large and complicated picture.

**kilns**<sup>1</sup>: enclosed ovens used to heat and harden clay objects

**slip**<sup>2</sup>: a mixture of clay and water used to decorate pottery

**Directions:** Now answer the questions.

P  
A  
R  
A  
G  
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A  
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H  
2

The function and status of ceramics in China varied from dynasty to dynasty, so they may be utilitarian, burial, trade, collectors', or even ritual objects, according to their quality and the era in which they were made. The ceramics fall into three broad types—earthenware, stoneware, and porcelain—for vessels, architectural items such as roof tiles, and modeled objects and figures. In addition, there was an important group of sculptures made for religious use, the majority of which were produced in earthenware.

1. According to paragraph 2, which of the following is true of Chinese ceramics?
  - (A) The function of ceramics remained the same from dynasty to dynasty.
  - (B) The use of ceramics as trade objects is better documented than the use of ceramics as ritual objects.
  - (C) There was little variation in quality for any type of ceramics over time.
  - (D) Some religious sculptures were made using the earthenware type of ceramics.

The earliest ceramics were fired to earthenware temperatures, but as early as the fifteenth century B.C., high-temperature stonewares were being made with glazed surfaces. During the Six Dynasties period (A.D. 265–589), kilns in north China were producing high-fired ceramics of good quality. Whitewares produced in Hebei and Henan provinces from the seventh to the tenth centuries evolved into the highly prized porcelains of the Song dynasty (A.D. 960–1279), long regarded as one of the high points in the history of China's ceramic industry. The tradition of religious sculpture extends over most historical periods but is less clearly delineated than that of stonewares or porcelains, for it embraces the old custom of earthenware burial ceramics with later religious images and architectural ornament. Ceramic products also include lead-glazed tomb models of the Han dynasty, three-color lead-glazed vessels and figures of the Tang dynasty, and Ming three-color temple ornaments, in which the motifs were outlined in a raised trail of slip, as well as the many burial ceramics produced in imitation of vessels made in materials of higher intrinsic value.

2. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) While stonewares and porcelains are found throughout most historical periods, religious sculpture is limited to the ancient period.
  - (B) Religious sculpture was created in most periods, but its history is less clear than that of stonewares or porcelains because some old forms continued to be used even when new ones were developed.
  - (C) While stonewares and porcelains changed throughout history, religious sculpture remained uniform in form and use.
  - (D) The historical development of religious sculpture is relatively unclear because religious sculptures sometimes resemble earthenware architectural ornaments.
3. Paragraph 3 supports all of the following concerning the history of the ceramic industry in China EXCEPT:
- (A) The earliest high-fired ceramics were of poor quality.
  - (B) Ceramics produced during the Tang and Ming dynasties sometimes incorporated multiple colors.
  - (C) Earthenware ceramics were produced in China before stonewares were.
  - (D) The Song dynasty period was notable for the production of high-quality porcelain ceramics.



Trade between the West and the settled and prosperous Chinese dynasties introduced new forms and different technologies. One of the most far-reaching examples is the impact of the fine ninth-century A.D. Chinese porcelain wares imported into the Arab world. So admired were these pieces that they encouraged the development of earthenware made in imitation of porcelain and instigated research into the method of their manufacture. From the Middle East the Chinese acquired a blue pigment—a purified form of cobalt oxide unobtainable at that time in China—that contained only a low level of manganese. Cobalt ores found in China have a high manganese content, which produces a more muted blue-gray color. In the seventeenth century, the trading activities of the Dutch East India Company resulted in vast quantities of decorated Chinese porcelain being brought to Europe, which stimulated and influenced the work of a wide variety of wares, notably Delft. The Chinese themselves adapted many specific vessel forms from the West, such as bottles with long spouts, and designed a range of decorative patterns especially for the European market.

4. The word “instigated” in the passage is closest in meaning to
  - (A) improved
  - (B) investigated
  - (C) narrowed
  - (D) caused
5. According to paragraph 4, one consequence of the trade of Chinese ceramics was
  - (A) the transfer of a distinctive blue pigment from China to the Middle East
  - (B) an immediate change from earthenware production to porcelain production in European countries
  - (C) Chinese production of wares made for the European market
  - (D) a decreased number of porcelain vessels available on the European market

Just as painted designs on Greek pots may seem today to be purely decorative, whereas in fact they were carefully and precisely worked out so that at the time, their meaning was clear, so it is with Chinese pots. To twentieth-century eyes, Chinese pottery may appear merely decorative, yet to the Chinese the form of each object and its adornment had meaning and significance. The dragon represented the emperor, and the phoenix, the empress; the pomegranate indicated fertility, and a pair of fish, happiness; mandarin ducks stood for wedded bliss; the pine tree, peach, and crane are emblems of long life; and fish leaping from waves indicated success in the civil service examinations. Only when European decorative themes were introduced did these meanings become obscured or even lost.

6. In paragraph 5, the author compares the designs on Chinese pots to those on Greek pots in order to
- (A) emphasize that while Chinese pots were decorative, Greek pots were functional
  - (B) argue that the designs on Chinese pots had specific meanings and were not just decorative
  - (C) argue that twentieth-century scholars are better able to understand these designs than were ancient scholars
  - (D) explain how scholars have identified the meaning of specific images on Chinese pots
7. Which of the following is mentioned in paragraph 5 as being symbolically represented on Chinese ceramics?
- (A) Chinese rulers
  - (B) love of homeland
  - (C) loyalty to friends
  - (D) success in trade
8. Paragraph 5 suggests which of the following about the decorations on Chinese pottery?
- (A) They had more importance for aristocrats than for ordinary citizens.
  - (B) Their significance may have remained clear had the Chinese not come under foreign influence.
  - (C) They contain some of the same images that appear on Greek pots.
  - (D) Their significance is now as clear to twentieth-century observers as it was to the early Chinese.

PARAGRAPH 4

Trade between the West and the settled and prosperous Chinese dynasties introduced new forms and different technologies. One of the most far-reaching examples is the impact of the fine ninth-century A.D. Chinese porcelain wares imported into the Arab world. (A) So admired were these pieces that they encouraged the development of earthenware made in imitation of porcelain and instigated research into the method of their manufacture. (B) From the Middle East the Chinese acquired a blue pigment—a purified form of cobalt oxide unobtainable at that time in China—that contained only a low level of manganese. Cobalt ores found in China have a high manganese content, which produces a more muted blue-gray color. (C) In the seventeenth century, the trading activities of the Dutch East India Company resulted in vast quantities of decorated Chinese porcelain being brought to Europe, which stimulated and influenced the work of a wide variety of wares, notably Delft. (D) The Chinese themselves adapted many specific vessel forms from the West, such as bottles with long spouts, and designed a range of decorative patterns especially for the European market.

9. Look at the part of the passage that is displayed above. The letters **(A)**, **(B)**, **(C)**, and **(D)** indicate where the following sentence could be added.

**Foreign trade was also responsible for certain innovations in coloring.**

Where would the sentence best fit?

- ☐ (A) Choice A
- ☐ (B) Choice B
- ☐ (C) Choice C
- ☐ (D) Choice D

10. **Directions:** An introductory sentence for 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.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

**Ceramics have been produced in China for a very long time.**

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#### Answer Choices

- ☐ (A) The Chinese produced earthenware, stoneware, and porcelain pottery, and they used their ceramics for a variety of utilitarian, architectural, and ceremonial purposes.
- ☐ (B) The shape and decoration of ceramics produced for religious use in China were influenced by Chinese ceramics produced for export.
- ☐ (C) As a result of trade relations, Chinese ceramic production changed, and Chinese ceramics influenced the ceramic production of other countries.
- ☐ (D) Chinese burial ceramics have the longest and most varied history of production and were frequently decorated with written texts that help scholars date them.
- ☐ (E) Before China had contact with the West, the meaning of various designs used to decorate Chinese ceramics was well understood.
- ☐ (F) Ceramics made in imperial factories were used in both religious and non-religious contexts.



**Directions:** Read the passage. Then answer the questions. Give yourself 18 minutes to complete this practice set.

### VARIATIONS IN THE CLIMATE

One of the most difficult aspects of deciding whether current climatic events reveal evidence of the impact of human activities is that it is hard to get a measure of what constitutes the natural variability of the climate. We know that over the past millennia the climate has undergone major changes without any significant human intervention. We also know that the global climate system is immensely complicated and that everything is in some way connected, and so the system is capable of fluctuating in unexpected ways. We need therefore to know how much the climate can vary of its own accord in order to interpret with confidence the extent to which recent changes are natural as opposed to being the result of human activities.

Instrumental records do not go back far enough to provide us with reliable measurements of global climatic variability on timescales much longer than a century. What we do know is that as we include longer time intervals, the record shows increasing evidence of slow swings in climate between different regimes. To build up a better picture of fluctuations appreciably further back in time requires us to use proxy records.

Over long periods of time, substances whose physical and chemical properties change with the ambient climate at the time can be deposited in a systematic way to provide a continuous record of changes in those properties over time, sometimes for hundreds or thousands of years. Generally, the layering occurs on an annual basis, hence the observed changes in the records can be dated. Information on temperature, rainfall, and other aspects of the climate that can be inferred from the systematic changes in properties is usually referred to as proxy data. Proxy temperature records have been reconstructed from ice cores drilled out of the central Greenland ice cap, calcite shells embedded in layered lake sediments in Western Europe, ocean floor sediment cores from the tropical Atlantic Ocean, ice cores from Peruvian glaciers, and ice cores from eastern Antarctica. While these records provide broadly consistent indications that temperature variations can occur on a global scale, there are nonetheless some intriguing differences, which suggest that the pattern of temperature variations in regional climates can also differ significantly from each other.

What the proxy records make abundantly clear is that there have been significant natural changes in the climate over timescales longer than a few thousand years. Equally striking, however, is the relative stability of the climate in the past 10,000 years (the Holocene period).

To the extent that the coverage of the global climate from these records can provide a measure of its true variability, it should at least indicate how all the natural causes of climate change have combined. These include the chaotic fluctuations of the atmosphere, the slower but equally erratic behavior of the oceans, changes in the land surfaces, and the extent of ice and snow. Also included will be any variations that have arisen from volcanic activity, solar activity, and, possibly, human activities.

One way to estimate how all the various processes leading to climate variability will combine is by using computer models of the global climate. They can do only so much to represent the full complexity of the global climate and hence may give only limited information about natural variability. Studies suggest that to date the variability in computer simulations is considerably smaller than in data obtained from the proxy records.

In addition to the internal variability of the global climate system itself, there is the added factor of external influences, such as volcanoes and solar activity. There is a growing body of opinion that



both these physical variations have a measurable impact on the climate. Thus we need to be able to include these in our deliberations. Some current analyses conclude that volcanoes and solar activity explain quite a considerable amount of the observed variability in the period from the seventeenth to the early twentieth centuries, but that they cannot be invoked to explain the rapid warming in recent decades.

**Directions:** Now answer the questions.

P  
A  
R  
A  
G  
R  
A  
P  
H  
1

One of the most difficult aspects of deciding whether current climatic events reveal evidence of the impact of human activities is that it is hard to get a measure of what constitutes the natural variability of the climate. We know that over the past millennia the climate has undergone major changes without any significant human intervention. We also know that the global climate system is immensely complicated and that everything is in some way connected, and so the system is capable of fluctuating in unexpected ways. We need therefore to know how much the climate can vary of its own accord in order to interpret with confidence the extent to which recent changes are natural as opposed to being the result of human activities.

11. According to paragraph 1, which of the following must we find out in order to determine the impact of human activities upon climate?
- (A) The major changes in climate over the past millennia
  - (B) The degree to which the climate varies naturally
  - (C) The best method for measuring climatic change
  - (D) The millennium when humans began to interfere with the climate

P  
A  
R  
A  
G  
R  
A  
P  
H  
2

Instrumental records do not go back far enough to provide us with reliable measurements of global climatic variability on timescales much longer than a century. What we do know is that as we include longer time intervals, the record shows increasing evidence of slow swings in climate between different regimes. To build up a better picture of fluctuations appreciably further back in time requires us to use proxy records.

12. According to paragraph 2, an advantage of proxy records over instrumental records is that
- (A) they are more reliable measures of climatic variability in the past century
  - (B) they provide more accurate measures of local temperatures
  - (C) they provide information on climate fluctuations further back in time
  - (D) they reveal information about the human impact on the climate

Over long periods of time, substances whose physical and chemical properties change with the ambient climate at the time can be deposited in a systematic way to provide a continuous record of changes in those properties over time, sometimes for hundreds or thousands of years. Generally, the layering occurs on an annual basis, hence the observed changes in the records can be dated. Information on temperature, rainfall, and other aspects of the climate that can be inferred from the systematic changes in properties is usually referred to as proxy data. Proxy temperature records have been reconstructed from ice cores drilled out of the central Greenland ice cap, calcite shells embedded in layered lake sediments in Western Europe, ocean floor sediment cores from the tropical Atlantic Ocean, ice cores from Peruvian glaciers, and ice cores from eastern Antarctica. While these records provide broadly consistent indications that temperature variations can occur on a global scale, there are nonetheless some intriguing differences, which suggest that the pattern of temperature variations in regional climates can also differ significantly from each other.

13. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Because physical and chemical properties of substances are unchanging, they are useful records of climate fluctuations over time.
  - (B) For hundreds or thousands of years, people have been observing changes in the chemical and physical properties of substances in order to infer climate change.
  - (C) Because it takes long periods of time for the climate to change, systematic changes in the properties of substances are difficult to observe.
  - (D) Changes in systematically deposited substances that are affected by climate can indicate climate variations over time.
14. According to paragraph 3, scientists are able to reconstruct proxy temperature records by
- (A) studying regional differences in temperature variations
  - (B) studying and dating changes in the properties of substances
  - (C) observing changes in present-day climate conditions
  - (D) inferring past climate shifts from observations of current climatic changes

What the proxy records make abundantly clear is that there have been significant natural changes in the climate over timescales longer than a few thousand years. Equally striking, however, is the relative stability of the climate in the past 10,000 years (the Holocene period).

15. The word “striking” in the passage is closest in meaning to
- (A) noticeable
  - (B) confusing
  - (C) true
  - (D) unlikely

PARAGRAPH  
5

To the extent that the coverage of the global climate from these records can provide a measure of its true variability, it should at least indicate how all the natural causes of climate change have combined. These include the chaotic fluctuations of the atmosphere, the slower but equally erratic behavior of the oceans, changes in the land surfaces, and the extent of ice and snow. Also included will be any variations that have arisen from volcanic activity, solar activity, and, possibly, human activities.

16. The word “erratic” in the passage is closest in meaning to

- (A) dramatic
- (B) important
- (C) unpredictable
- (D) common

PARAGRAPH  
7

In addition to the internal variability of the global climate system itself, there is the added factor of external influences, such as volcanoes and solar activity. There is a growing body of opinion that both these physical variations have a measurable impact on the climate. Thus we need to be able to include these in our deliberations. Some current analyses conclude that volcanoes and solar activity explain quite a considerable amount of the observed variability in the period from the seventeenth to the early twentieth centuries, but that they cannot be invoked to explain the rapid warming in recent decades.

17. The word “deliberations” in the passage is closest in meaning to

- (A) records
- (B) discussions
- (C) results
- (D) variations

18. What is the author’s purpose in presenting the information in paragraph 7?

- (A) To compare the influence of volcanoes and solar activity on climate variability with the influence of factors external to the global climate system
- (B) To indicate that there are other types of influences on climate variability in addition to those previously discussed
- (C) To explain how external influences on climate variability differ from internal influences
- (D) To argue that the rapid warming of Earth in recent decades cannot be explained

PARAGRAPH  
7

In addition to the internal variability of the global climate system itself, there is the added factor of external influences, such as volcanoes and solar activity. (A) There is a growing body of opinion that both these physical variations have a measurable impact on the climate. (B) Thus we need to be able to include these in our deliberations. (C) Some current analyses conclude that volcanoes and solar activity explain quite a considerable amount of the observed variability in the period from the seventeenth to the early twentieth centuries, but that they cannot be invoked to explain the rapid warming in recent decades. (D)

19. Look at the part of the passage that is displayed above. The letters **(A)**, **(B)**, **(C)**, and **(D)** indicate where the following sentence could be added.

**Indeed, the contribution of volcanoes and solar activity would more likely have been to actually reduce the rate of warming slightly.**

Where would the sentence best fit?

- ☐ (A) Choice A
- ☐ (B) Choice B
- ☐ (C) Choice C
- ☐ (D) Choice D

20. **Directions:** An introductory sentence for 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.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

**A number of different and complex factors influence changes in the global climate over long periods of time.**

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#### Answer Choices

- ☐ (A) In the absence of instrumental records, proxy data allow scientists to infer information about past climates.
- ☐ (B) Scientists see a consistent pattern in the global temperature variations that have occurred in the past.
- ☐ (C) Computer models are used to estimate how the different causes of climate variability combine to account for the climate variability that occurs.
- ☐ (D) Scientists have successfully separated natural climate variation from changes related to human activities.
- ☐ (E) Scientists believe that activities outside the global climate system, such as volcanoes and solar activity, may have significant effects on the system.
- ☐ (F) Scientists have concluded that human activity accounts for the rapid global warming in recent decades.



**Directions:** Read the passage. Then answer the questions. Give yourself 18 minutes to complete this practice set.

### BEGGING BY NESTLINGS

Many signals that animals make seem to impose on the signalers costs that are overly damaging. A classic example is noisy begging by nestling songbirds when a parent returns to the nest with food. These loud cheeps and peeps might give the location of the nest away to a listening hawk or raccoon, resulting in the death of the defenseless nestlings. In fact, when tapes of begging tree swallows were played at an artificial swallow nest containing an egg, the egg in that “noisy” nest was taken or destroyed by predators before the egg in a nearby quiet nest in 29 of 37 trials.

Further evidence for the costs of begging comes from a study of differences in the begging calls of warbler species that nest on the ground versus those that nest in the relative safety of trees. The young of ground-nesting warblers produce begging cheeps of higher frequencies than do their tree-nesting relatives. These higher-frequency sounds do not travel as far, and so may better conceal the individuals producing them, who are especially vulnerable to predators in their ground nests. David Haskell created artificial nests with clay eggs and placed them on the ground beside a tape recorder that played the begging calls of either tree-nesting or of ground-nesting warblers. The eggs “advertised” by the tree-nesters’ begging calls were found bitten significantly more often than the eggs associated with the ground-nesters’ calls.

The hypothesis that begging calls have evolved properties that reduce their potential for attracting predators yields a prediction: baby birds of species that experience high rates of nest predation should produce softer begging signals of higher frequency than nestlings of other species less often victimized by nest predators. This prediction was supported by data collected in one survey of 24 species from an Arizona forest, more evidence that predator pressure favors the evolution of begging calls that are hard to detect and pinpoint.

Given that predators can make it costly to beg for food, what benefit do begging nestlings derive from their communications? One possibility is that a noisy baby bird provides accurate signals of its real hunger and good health, making it worthwhile for the listening parent to give it food in a nest where several other offspring are usually available to be fed. If this hypothesis is true, then it follows that nestlings should adjust the intensity of their signals in relation to the signals produced by their nestmates, who are competing for parental attention. When experimentally deprived baby robins are placed in a nest with normally fed siblings, the hungry nestlings beg more loudly than usual—but so do their better-fed siblings, though not as loudly as the hungrier birds.

If parent birds use begging intensity to direct food to healthy offspring capable of vigorous begging, then parents should make food delivery decisions on the basis of their offspring’s calls. Indeed, if you take baby tree swallows out of a nest for an hour, feeding half the set and starving the other half, when the birds are replaced in the nest, the starved youngsters beg more loudly than the fed birds, and the parent birds feed the active beggars more than those who beg less vigorously.

As these experiments show, begging apparently provides a signal of need that parents use to make judgments about which offspring can benefit most from a feeding. But the question arises, why don’t nestlings beg loudly when they aren’t all that hungry? By doing so, they could possibly secure more food, which should result in more rapid growth or larger size, either

of which is advantageous. The answer lies apparently not in the increased energy costs of exaggerated begging—such energy costs are small relative to the potential gain in calories—but rather in the damage that any successful cheater would do to its siblings, which share genes with one another. An individual's success in propagating his or her genes can be affected by more than just his or her own personal reproductive success. Because close relatives have many of the same genes, animals that harm their close relatives may in effect be destroying some of their own genes. Therefore, a begging nestling that secures food at the expense of its siblings might actually leave behind fewer copies of its genes overall than it might otherwise.

**Directions:** Now answer the questions.

PARAGRAPH  
1

Many signals that animals make seem to impose on the signalers costs that are overly damaging. A classic example is noisy begging by nestling songbirds when a parent returns to the nest with food. These loud cheeps and peeps might give the location of the nest away to a listening hawk or raccoon, resulting in the death of the defenseless nestlings. In fact, when tapes of begging tree swallows were played at an artificial swallow nest containing an egg, the egg in that “noisy” nest was taken or destroyed by predators before the egg in a nearby quiet nest in 29 of 37 trials.

21. According to paragraph 1, the experiment with tapes of begging tree swallows establishes which of the following?
- (A) Begging by nestling birds can attract the attention of predators to the nest.
  - (B) Nest predators attack nests that contain nestlings more frequently than they attack nests that contain only eggs.
  - (C) Tapes of begging nestlings attract predators to the nest less frequently than real begging calls do.
  - (D) Nest predators have no other means of locating bird nests except the begging calls of nestling birds.

PARAGRAPH  
2

Further evidence for the costs of begging comes from a study of differences in the begging calls of warbler species that nest on the ground versus those that nest in the relative safety of trees. The young of ground-nesting warblers produce begging cheeps of higher frequencies than do their tree-nesting relatives. These higher-frequency sounds do not travel as far, and so may better conceal the individuals producing them, who are especially vulnerable to predators in their ground nests. David Haskell created artificial nests with clay eggs and placed them on the ground beside a tape recorder that played the begging calls of either tree-nesting or of ground-nesting warblers. The eggs “advertised” by the tree-nesters’ begging calls were found bitten significantly more often than the eggs associated with the ground-nesters’ calls.

22. Paragraph 2 indicates that the begging calls of tree-nesting warblers
- (A) put them at more risk than ground-nesting warblers experience
  - (B) can be heard from a greater distance than those of ground-nesting warblers
  - (C) are more likely to conceal the signaler than those of ground-nesting warblers
  - (D) have higher frequencies than those of ground-nesting warblers

23. The experiment described in paragraph 2 supports which of the following conclusions?

- Ⓐ Predators are unable to distinguish between the begging cheeps of ground-nesting and those of tree-nesting warblers except by the differing frequencies of the calls.
- Ⓑ When they can find them, predators prefer the eggs of tree-nesting warblers to those of ground-nesting warblers.
- Ⓒ The higher frequencies of the begging cheeps of ground-nesting warblers are an adaptation to the threat that ground-nesting birds face from predators.
- Ⓓ The danger of begging depends more on the frequency of the begging cheep than on how loud it is.

PARAGRAPH  
3

The hypothesis that begging calls have evolved properties that reduce their potential for attracting predators yields a prediction: baby birds of species that experience high rates of nest predation should produce softer begging signals of higher frequency than nestlings of other species less often victimized by nest predators. This prediction was supported by data collected in one survey of 24 species from an Arizona forest, more evidence that predator pressure favors the evolution of begging calls that are hard to detect and pinpoint.

24. The word “pinpoint” in the passage is closest in meaning to

- Ⓐ observe
- Ⓑ locate exactly
- Ⓒ copy accurately
- Ⓓ recognize

PARAGRAPH  
4

Given that predators can make it costly to beg for food, what benefit do begging nestlings derive from their communications? One possibility is that a noisy baby bird provides accurate signals of its real hunger and good health, making it worthwhile for the listening parent to give it food in a nest where several other offspring are usually available to be fed. If this hypothesis is true, then it follows that nestlings should adjust the intensity of their signals in relation to the signals produced by their nestmates, who are competing for parental attention. When experimentally deprived baby robins are placed in a nest with normally fed siblings, the hungry nestlings beg more loudly than usual—but so do their better-fed siblings, though not as loudly as the hungrier birds.

25. The word “derive” in the passage is closest in meaning to

- Ⓐ require
- Ⓑ gain
- Ⓒ use
- Ⓓ produce



PARAGRAPHS  
4 & 5

Given that predators can make it costly to beg for food, what benefit do begging nestlings derive from their communications? One possibility is that a noisy baby bird provides accurate signals of its real hunger and good health, making it worthwhile for the listening parent to give it food in a nest where several other offspring are usually available to be fed. If this hypothesis is true, then it follows that nestlings should adjust the intensity of their signals in relation to the signals produced by their nestmates, who are competing for parental attention. When experimentally deprived baby robins are placed in a nest with normally fed siblings, the hungry nestlings beg more loudly than usual—but so do their better-fed siblings, though not as loudly as the hungrier birds.

If parent birds use begging intensity to direct food to healthy offspring capable of vigorous begging, then parents should make food delivery decisions on the basis of their offspring's calls. Indeed, if you take baby tree swallows out of a nest for an hour, feeding half the set and starving the other half, when the birds are replaced in the nest, the starved youngsters beg more loudly than the fed birds, and the parent birds feed the active beggars more than those who beg less vigorously.

26. In paragraphs 4 and 5, what evidence supports the claim that the intensity of nestling begging calls is a good indicator of which offspring in a nest would most benefit from a feeding?
- (A) When placed in a nest with hungry robins, well-fed robins did not beg for food.
  - (B) Among robin nestlings, the intensity of begging decreased the more the nestlings were fed.
  - (C) Hungry tree swallow nestlings begged louder than well-fed nestlings in the same nest.
  - (D) Hungry tree swallow nestlings continued to beg loudly until they were fed whereas well-fed nestlings soon stopped begging.

PARAGRAPH  
6

As these experiments show, begging apparently provides a signal of need that parents use to make judgments about which offspring can benefit most from a feeding. But the question arises, why don't nestlings beg loudly when they aren't all that hungry? By doing so, they could possibly secure more food, which should result in more rapid growth or larger size, either of which is advantageous. The answer lies apparently not in the increased energy costs of exaggerated begging—such energy costs are small relative to the potential gain in calories—but rather in the damage that any successful cheater would do to its siblings, which share genes with one another. An individual's success in propagating his or her genes can be affected by more than just his or her own personal reproductive success. Because close relatives have many of the same genes, animals that harm their close relatives may in effect be destroying some of their own genes. Therefore, a begging nestling that secures food at the expense of its siblings might actually leave behind fewer copies of its genes overall than it might otherwise.

27. In paragraph 6, the author compares the energy costs of vigorous begging with the potential gain in calories from such begging in order to
- (A) explain why begging for food vigorously can lead to faster growth and increased size
  - (B) explain how begging vigorously can increase an individual's chances of propagating its own genes
  - (C) point out a weakness in a possible explanation for why nestlings do not always beg vigorously
  - (D) argue that the benefits of vigorous begging outweigh any possible disadvantages



28. According to paragraph 6, which of the following explains the fact that a well-fed nestling does not beg loudly for more food?
- (A) There is no benefit for a nestling to get more food than it needs to survive.
  - (B) By begging loudly for food it does not need, a nestling would unnecessarily expose itself to danger from predators.
  - (C) If a nestling begs loudly when it is not truly hungry, then when it is truly hungry its own begging may be drowned out by that of its well-fed siblings.
  - (D) More of a nestling's genes will be passed to the next generation if its hungry siblings get enough food to survive.

P  
A  
R  
A  
G  
R  
A  
P  
H  
1

Many signals that animals make seem to impose on the signalers costs that are overly damaging. (A) A classic example is noisy begging by nestling songbirds when a parent returns to the nest with food. (B) These loud cheeps and peeps might give the location of the nest away to a listening hawk or raccoon, resulting in the death of the defenseless nestlings. (C) In fact, when tapes of begging tree swallows were played at an artificial swallow nest containing an egg, the egg in that "noisy" nest was taken or destroyed by predators before the egg in a nearby quiet nest in 29 of 37 trials. (D)

29. Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

**The cheeping provides important information to the parent, but it could also attract the attention of others.**

Where would the sentence best fit?

- (A) Choice A
- (B) Choice B
- (C) Choice C
- (D) Choice D

30. **Directions:** An introductory sentence for 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.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

**Experiments have shed much light on the begging behaviors of baby songbirds.**

- 
- 
- 

**Answer Choices**

- [A] Songbird species that are especially vulnerable to predators have evolved ways of reducing the dangers associated with begging calls.
- [B] Songbird parents focus their feeding effort on the nestlings that beg loudest for food.
- [C] It is genetically disadvantageous for nestlings to behave as if they are really hungry when they are not really hungry.
- [D] The begging calls of songbird nestlings provide a good example of overly damaging cost to signalers of signaling.
- [E] The success with which songbird nestlings communicate their hunger to their parents is dependent on the frequencies of the nestlings' begging calls.
- [F] Songbird nestlings have evolved several different ways to communicate the intensity of their hunger to their parents.

# LISTENING


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

Listen to each conversation and lecture only one time. After each conversation and lecture, you will answer some questions about it. Answer each question based on what is stated or implied by the speakers.

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

Answer each question before moving on. Do not return to previous questions.


It will take about 41 minutes to listen to the conversations and lectures and answer the questions about them.

**Directions:** Listen to Track 26. 




**Directions:** Now answer the questions.

1. Why does the student go to see the professor?
  - (A) To discuss the latest trends in photography shows
  - (B) To find out why some of her work was not selected for a show
  - (C) To discuss how to get her photographs exhibited
  - (D) To find out about a student photography show on campus
  
2. According to the professor, what is the best way to create work that is likely to be chosen for a show?
  - (A) By taking photographs that fit with current trends
  - (B) By following one's own artistic views
  - (C) By consulting experienced photographers
  - (D) By learning what gallery owners are interested in
  
3. What does the professor imply about photography created outside of the classroom?
  - (A) It is usually technically stronger than work created for a class.
  - (B) It tends to be more interesting than class work.
  - (C) It faces increased pressure to be trendy.
  - (D) It is more likely to be exhibited than is work created for a class.
  
4. According to the professor, what are two ways young photographers can market their work?  
*Choose 2 answers.*
  - (A) Share examples of their work with others
  - (B) Hire a professional agent to sell their work
  - (C) Display their work in places other than galleries
  - (D) Ask a professor to recommend their work to gallery owners

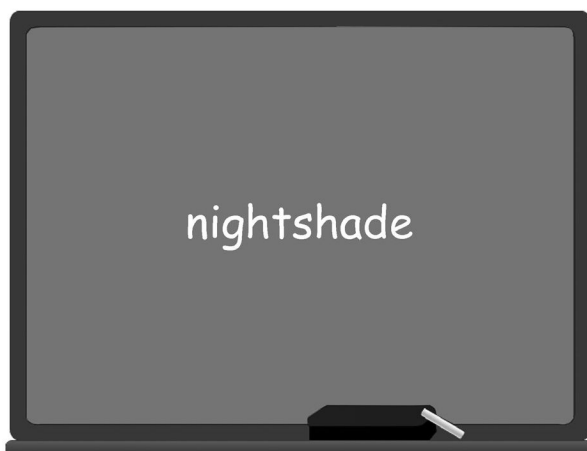
5. Listen to Track 27. 

- Ⓐ To ask the professor to reevaluate her work
- Ⓑ To indicate that she understands the importance of sharing her work
- Ⓒ To show that she disagrees with the professor's opinion
- Ⓓ To suggest that her work has met the professor's criteria

**Directions:** Listen to Track 28. 

## European History







**Directions:** Now answer the questions.

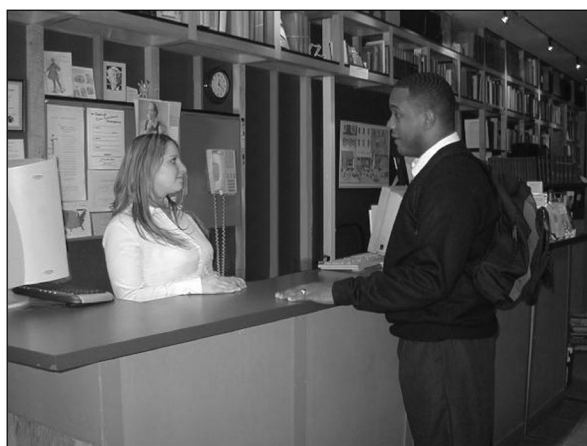
6. What is the main purpose of the lecture?
- (A) To describe the trade in food crops between Europe and the Americas
  - (B) To describe the introduction of American food crops to Europeans
  - (C) To describe the influence of American food crops on traditional European dishes
  - (D) To describe the difficulties of growing American food crops in European climates
7. What does the professor imply about certain plants in the nightshade family?
- (A) They grow best in Mediterranean climates.
  - (B) Their leaves are high in nutritional value.
  - (C) They were mistakenly believed to be related to potatoes.
  - (D) They are dangerous when eaten by human beings.



8. What does the professor imply about Thomas Jefferson's attitude toward tomatoes?
- Ⓐ It was typical of his unconventional way of thinking.
  - Ⓑ It helped to advance his political career.
  - Ⓒ It changed the eating habits of North Americans.
  - Ⓓ It helped to make tomatoes popular in Europe.
9. According to the professor, what was the long-term effect of the introduction of American corn and potatoes to Europe?
- Ⓐ It had a negative effect on the nutritional intake of people living near the Mediterranean Sea.
  - Ⓑ It contributed to a shift in the balance of power from southern Europe to northern Europe.
  - Ⓒ It encouraged the development of new types of cuisine in southern Europe.
  - Ⓓ It led to the failure of many native European grain crops.
10. According to the professor, what is one of the reasons why potatoes became popular in Ireland?
- Ⓐ Potatoes were more nourishing than native Irish food crops.
  - Ⓑ Potatoes grew better at higher altitudes than native Irish crops.
  - Ⓒ Political leaders in Ireland encouraged the cultivation of potatoes.
  - Ⓓ People in Ireland were not aware that potatoes are members of the nightshade family.
11. Listen to Track 29. 
- Ⓐ She expects the student to provide an answer to her question.
  - Ⓑ She is surprised by the student's question.
  - Ⓒ She thinks that she knows what the student was going to ask.
  - Ⓓ She expects other students in the class to express their opinions.




**Directions:** Listen to Track 30. 




**Directions:** Now answer the questions.

12. Why does the student go to the bookstore?
- (A) To purchase a book by Jane Bowles
  - (B) To find out which books he needs for a course
  - (C) To return a book that was originally assigned for a course
  - (D) To find out how to order a book for a course
13. What is the store's policy about giving refunds on books? *Choose 2 answers.*
- (A) Books that are not for a specific course will receive a store credit instead of a refund.
  - (B) Course textbooks can be returned for a full refund early in the school semester.
  - (C) All books must be returned within two weeks to be eligible for a full refund.
  - (D) Only books that are in new condition will get a full refund.
14. Why is the professor not going to discuss the book by Jane Bowles in the class?
- (A) There is not enough time left in the semester.
  - (B) Not all of the students were able to get a copy of the book.
  - (C) The professor miscalculated the difficulty level of the book.
  - (D) The book was not on the course syllabus.
15. What does the woman imply about the book written by Jane Bowles?
- (A) It is worth reading.
  - (B) It focuses on a serious topic.
  - (C) She is not familiar with it.
  - (D) She read it for a literature class.

16. Listen to Track 31. 

- Ⓐ He thinks the store's policy is too strict.
- Ⓑ He is happy that the woman has agreed to his request.
- Ⓒ He is surprised at the woman's suggestion.
- Ⓓ He is annoyed that he needs to give the woman more information.

**Directions:** Listen to Track 32. 

## Ecology



phosphorus cycle



**Directions:** Now answer the questions.


17. What is the main purpose of the lecture?
- (A) To discuss environmental phenomena that have changed the phosphorus cycle
  - (B) To illustrate how interrupting the phosphorus cycle can affect the environment
  - (C) To describe how phosphorus ends up in the atmosphere
  - (D) To explain how phosphorus gets recycled in the environment
18. Which human activities that influence the phosphorus cycle does the professor mention?  
Choose 2 answers.
- (A) Fishing
  - (B) Building dams on rivers
  - (C) Polluting the oceans
  - (D) Making and using fertilizer
19. Why does the professor discuss underwater volcanoes?
- (A) To describe the location of most of the phosphorus on Earth
  - (B) To point out the difficulty of studying the phosphorus cycle
  - (C) To describe a step in the phosphorus cycle
  - (D) To illustrate the differences between two phases in the phosphorus cycle
20. What can be inferred about the professor's view on phosphorus getting washed into rivers?
- (A) She is unconcerned because phosphorus is a beneficial nutrient.
  - (B) She is concerned about the quantity of phosphorus entering the waterways.
  - (C) She thinks that the amount of research conducted on the topic is excessive.
  - (D) She is frustrated that most of her students are unaware of the phenomenon.

21. What comparison does the professor make involving phosphorus and nitrogen?

- Ⓐ Sediment on the ocean floor contains more nitrogen than phosphorus.
- Ⓑ The atmosphere contains more nitrogen than phosphorus.
- Ⓒ Nitrogen requires more time to get recycled than phosphorus does.
- Ⓓ Phosphorus is more important than nitrogen to the development of fish.

22. Listen to Track 33. 

- Ⓐ She realizes that the students are struggling with the concept.
- Ⓑ She is surprised that the student knew the answer to her question.
- Ⓒ She thinks that the answer to the question is obvious.
- Ⓓ She thinks that this phase of the cycle has an unusual name.

**Directions:** Listen to Track 34. 

## Psychology



childhood amnesia



**Directions:** Now answer the questions.

23. What is the main purpose of the lecture?
- Ⓐ To discuss possible explanations for childhood amnesia
  - Ⓑ To describe key features of childhood amnesia
  - Ⓒ To explain methods of testing memory in children of different ages
  - Ⓓ To discuss why the ability to recall memories diminishes as a person ages
24. Why does the professor ask students about their earliest memories?
- Ⓐ To help students relate to the topic she is about to discuss
  - Ⓑ To establish that people vary in the time of their earliest memory
  - Ⓒ To introduce the connection between language and memory
  - Ⓓ To point out a common theme in the earliest memories of most people
25. What does the professor imply about some of the explanations for childhood amnesia that she describes?
- Ⓐ They can never be proved or disproved.
  - Ⓑ They were formed without proper evidence.
  - Ⓒ They explain only certain types of childhood amnesia.
  - Ⓓ They are contradicted by her own research.

26. The professor mentions some commonly held explanations for childhood amnesia. Indicate whether each of the following is one of the explanations she mentions.

*Put a check (✓) in the correct boxes.*

	Yes	No
Early memories are repressed.		
Young children have few experiences to remember.		
Young children are unable to form memories.		
Children lose memories at a faster rate than adults.		
Young children do not make an effort to remember events.		

27. How was recall tested in children without language ability?

- (A) By recording children's responses to familiar faces
- (B) By observing children's reactions to a repeated series of actions
- (C) By having children imitate each other's actions
- (D) By having children imitate an ordered sequence of actions

28. The professor mentions a study in the 1980s that tested memory in children under age 3. What did the researchers conclude from this study?

- (A) Young children do not develop the capacity for recall until after age 3.
- (B) Piaget's theory linking language development to memory was incorrect.
- (C) Young children typically remember events for about nine months.
- (D) The formation of memories is dependent upon language development.




# SPEAKING

This section measures your ability to speak in English about a variety of topics.

There are four questions in this section. For each question, you will be given a short time to prepare your response. When the preparation time is up, answer the question as completely as possible in the time indicated for that question. You should record your responses so that you can review them later and compare them with the notes in the Answers section and scoring rubrics.

1. You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Listen to Track 35. 


Do you agree or disagree with the following statement? Use details and examples to explain your answer.

**All children should be required to learn a second language in school.**

**Preparation Time: 15 seconds**

**Response Time: 45 seconds**

2. You will now read a short passage and listen to a conversation on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 36. 


**Reading Time: 45 seconds**

### **Student Art Display**

The university is currently considering possible locations on campus for displaying paintings and other artwork by students. I think the lobby at the entrance to the student center would be a great location. Since many students pass through the student center every day, artwork displayed in the lobby would be viewed by hundreds of people. Also, because the whole front of the building is made of glass windows, the lobby is filled with natural light. This makes it perfect for displaying artwork, which should have plenty of light to be seen and appreciated.

Sincerely,

Paul Sands

Listen to Track 37. 



Briefly summarize the proposal in the student's letter. Then state the woman's opinion about the proposal and explain the reasons she gives for holding that opinion.

**Preparation Time: 30 seconds**

**Response Time: 60 seconds**

3. You will now read a short passage and listen to a lecture on the same topic. You will then be asked a question about them. After you hear the question, give yourself 30 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 38. 

**Reading Time: 50 seconds**

### **Entertainment Merchandising**

An effective, widely used marketing practice in the entertainment industry is entertainment merchandising. Entertainment merchandising is a form of marketing in which the brand or image from one product is also used to sell another. The practice of entertainment merchandising often occurs in connection with movies and television shows, especially those associated with children. For example, the success of a popular children's television show may result in the marketing of toys that are designed to look like characters in the show. Or the situation may be reversed when a children's television show is written to include characters that are based on already-popular toys.

Listen to Track 39. 




Using the examples from the lecture, explain the concept of entertainment merchandising.

**Preparation Time: 30 seconds**

**Response Time: 60 seconds**

4. You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, give yourself 20 seconds to prepare your response. Then record yourself speaking for 60 seconds.

Listen to Track 40. 



Using the points from the lecture, explain why researchers think that babies may feel empathy.

**Preparation Time: 20 seconds**

**Response Time: 60 seconds**





# WRITING

This section measures your ability to write in English to communicate in an academic environment.

There are two writing questions in this section.

For question 1, you will read a passage and listen to a lecture about the same topic. You may take notes while you read and listen. Then you will write a response to a question based on what you have read and heard. You may look back at the passage when answering the question. You may use your notes to help you answer the question. You have 20 minutes to plan and write your response.

For question 2, you will write an essay based on your own knowledge and experience. You have 30 minutes to plan and complete your essay.

**Directions:** Give yourself 3 minutes to read the passage.

**Reading Time: 3 minutes**

The sea otter is a small mammal that lives in waters along the western coast of North America from California to Alaska. When some sea otter populations off the Alaskan coast started rapidly declining a few years ago, it caused much concern because sea otters play an important ecological role in the coastal ecosystem. Experts started investigating the cause of the decline and quickly realized that there were two possible explanations: environmental pollution or attacks by predators. Initially, the pollution hypothesis seemed the more likely of the two.

The first reason why pollution seemed the more likely cause was that there were known sources of it along the Alaskan coast, such as oil rigs and other sources of industrial chemical pollution. Water samples from the area revealed increased levels of chemicals that could decrease the otters' resistance to life-threatening infections and thus could indirectly cause their deaths.

Second, other sea mammals such as seals and sea lions along the Alaskan coast were also declining, indicating that whatever had endangered the otters was affecting other sea mammals as well. This fact again pointed to environmental pollution, since it usually affects the entire ecosystem rather than a single species. Only widely occurring predators, such as the orca (a large predatory whale), could have the same effect, but orcas prefer to hunt much larger prey, such as other whales.

Third, scientists believed that the pollution hypothesis could also explain the uneven pattern of otter decline: at some Alaskan locations the otter populations declined greatly, while at others they remained stable. Some experts explained these observations by suggesting that ocean currents or other environmental factors may have created uneven concentrations of pollutants along the coast.

Listen to Track 41. 



**Directions:** You have 20 minutes to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Listen to Track 42. 

**Response Time: 20 minutes**

1. Summarize the points made in the lecture, being sure to explain how they respond to the specific points made in the reading passage.

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[illegible]



**Directions:** Read the question below. You have 30 minutes to plan, write, and revise your essay. Typically, an effective response will contain a minimum of 300 words.

**Response Time: 30 minutes**

2. Do you agree or disagree with the following statement?

**Playing computer games is a waste of time. Children should not be allowed to play them.**

Use specific reasons and examples to support your answer. Be sure to use your own words. Do not use memorized examples.

[illegible]

[illegible]

# ANSWERS

## Reading Section

- |             |             |
|-------------|-------------|
| 1. D        | 16. C       |
| 2. B        | 17. B       |
| 3. A        | 18. B       |
| 4. D        | 19. D       |
| 5. C        | 20. A, C, E |
| 6. B        | 21. A       |
| 7. A        | 22. B       |
| 8. B        | 23. C       |
| 9. B        | 24. B       |
| 10. A, C, E | 25. B       |
| 11. B       | 26. C       |
| 12. C       | 27. C       |
| 13. D       | 28. D       |
| 14. B       | 29. B       |
| 15. A       | 30. A, B, C |

## Listening Section

1. C
2. B
3. C
4. A, C
5. D
6. B
7. D
8. A
9. B
10. A
11. C
12. C
13. B, D
14. A
15. A
16. C
17. D
18. A, D
19. C
20. B
21. B
22. C
23. A
24. A
25. B
- 26.
27. D
28. B

	Yes	No
Early memories are repressed.	X	
Young children have few experiences to remember.		X
Young children are unable to form memories.	X	
Children lose memories at a faster rate than adults.	X	
Young children do not make an effort to remember events.		X

## Speaking Section

### Prompts, Important Points, and Sample Responses with Rater Comments

Use the sample Independent and Integrated Speaking Rubrics in Appendix A to see how responses are scored. The raters who listen to your responses will analyze them in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

This section includes important points that should be covered when answering each question. All of these points must be present in a response in order for it to receive the highest score in the Topic Development category. These important points are guides to the kind of information raters expect to hear in a high-level response.

This section also refers to sample responses, which can be found on the audio tracks. Some

responses were scored at the highest level, which others were not. The responses are followed by comments from certified ETS raters.

### 1: Paired Choice

#### Prompt

Do you agree or disagree with the following statement? Use details and examples to explain your answer.

All children should be required to learn a second language in school.

#### Important Points

When you answer this question, you should take a stance and state whether you agree or disagree that all children should be required to learn a second language in school. In order to support your opinion, you should provide at

least one specific reason why children should or shouldn't be required to learn a second language, along with information to elaborate on and explain that reason. It is acceptable to talk about more than one reason for agreeing or disagreeing with the statement, but you should not simply provide a list of reasons without any explanation of them.

### High-level Response:

#### Listen to Track 43.

##### Rater Comments

In this response, the speaker states that she agrees with the statement, and although she doesn't explicitly say what the statement is, she implicitly refers to it throughout her response ("let's say, if children don't know English, all degrees now required um a second language" and "so I believe Eng—like a second language it's a benefit and it's a plus for kids"). She supports her agreement with the statement by explaining specific scenarios in which children would benefit from being required to learn a second language in school; she uses the example of English and the job market, saying that most degrees and jobs now require English, and also talks about how English will help kids communicate when they travel. Although her speech is not always smooth (she says "um" and hesitates somewhat frequently) and she makes some small grammatical errors ("general speaking"; "all degrees now required"; "can able to communicate"), it is still easy for the listener to understand her.

### Mid-level Response:

#### Listen to Track 44.

##### Rater Comments

In this response, the speaker states his agreement with the statement but does not provide full support for his opinion. Rather than choosing one or two reasons and explaining them in detail (using a personal experience, hypothetical situation, etc.), he lists many different and somewhat vague reasons but does not provide explanations for them: "because it helps really to uh thinks about other stuff"; "you're just smarter and you can just have better job"; "it's

really hard to learn second language." The speaker has mostly clear pronunciation and uses some sophisticated grammatical structures ("not only the language but also other cultures"), but his vague explanations make it somewhat difficult for a listener to follow his response.

## 2: Fit and Explain

### Prompt

Briefly summarize the proposal in the student's letter. Then state the woman's opinion about the proposal and explain the reasons she gives for holding that opinion.

### Important Points

When answering this question, it is important to include information from both the reading passage and the conversation between students. Begin by summarizing the student's proposal, which is that the lobby of the student center should be selected as the location for a student art display. Then indicate the woman's opinion of the proposal and why she feels that way. In this item, you would say that the woman disagrees that the lobby is a good place for the art displays. She says that because there are so many people passing through the lobby, it will make it difficult to view the artwork. Also, the natural light in the lobby is sometimes too bright or too dark for viewing artwork (and it is better to have controlled electric light).

### High-level Response:

#### Listen to Track 45.

##### Rater Comments

The speaker accurately and effectively covers all the important points. She explains the proposal clearly and efficiently, and covers the woman's opinion about the natural light with great detail. She does a particularly good job of organizing her response. For example, after she summarizes the letter-writer's proposal, she says "these last two points are actually exactly the points the woman is criticizing . . ." before continuing on to the woman's opinion, and this transition makes her ideas easy to follow. She does not talk as much about how crowding in the lobby makes the artwork difficult to view,



but she does mention it in sufficient detail. She has a wide vocabulary range, and is able to summarize ideas in her own words, such as saying *"the light is dependent on the weather"* to summarize the woman's point about natural light. Her pronunciation, pacing, and intonation are also clear and effective, so it is not difficult for listeners to understand her.

### Low-level Response:

#### Listen to Track 46.

Rater Comments

The speaker's response contains relevant points, such as using a lobby to display art work, the fact that the woman doesn't agree, and an explanation for why she doesn't agree. He makes some factual errors, however, such as claiming the newspaper itself is recommending the new location for the artwork. Most importantly, the response contains some major grammar problems that make it difficult to understand. For example, the speaker says *"the one who is going to just appreciate art work will be know it,"* which does not make much sense. Sometimes the speaker's pronunciation of individual words is difficult to understand as well, such as the word "proposal."

### 3: General/Specific

Prompt

Using the examples from the lecture, explain the concept of entertainment merchandising.

Important Points

For this task, the prompt asks you to use the examples from the lecture to explain the concept described in the reading. You should begin your response by briefly explaining entertainment merchandising (a type of marketing where a popular brand or image of one product is used to sell another product). For the first example from the lecture, you could begin by mentioning that entertainment merchandising often occurs when children's toys are created based on popular characters in a television program or movie. For example, the professor and his friends bought Action-hero toys because they

liked the Action-hero TV show. For the second example from the lecture, you could explain that entertainment merchandising can also work in a reverse way from the first example—sometimes TV shows or movies become popular because they are based on well-known children's toys. For instance, the professor's daughter enjoys playing with a doll named Rosa. So, when a TV show about Rosa is created, she and her friends begin watching it.

### High-level Response:

#### Listen to Track 47.

Rater Comments

At the beginning, the speaker's explanation of the concept is a little unclear (*"brand or images are used to sell"*). However, her summary of the examples shows that she fully understood how the lecture relates to the reading. She does not confuse any details, remembering that Action-hero was first a television show and then a toy but that the Rosa doll was first a toy and then a television show. Her pronunciation is easy to understand, and she speaks without pausing or hesitating. She uses complex sentences (*"And then, they create a television show which has the doll Rosa as the main character"*) and shows a good range of vocabulary.

### Mid-level Response:

#### Listen to Track 48.

Rater Comments

The speaker mostly does a good job of explaining all the main points of the reading and the lecture. Her first sentence, explaining the concept of entertainment merchandising, is very clear. Her explanation of the Action-hero example is also good, but she has significant difficulty explaining the example of the Rosa doll. For example, she says, *"after she was bought from all the kids' society,"* which is unclear. It can be inferred from the rest of the response that she understands the basic ideas in the lecture, but parts of her response are a little confusing. Overall, her pronunciation is clear and she speaks fluently. She has some minor grammatical errors, but she is still easy to understand.

#### 4: Summary

##### Prompt

Using the points from the lecture, explain why researchers think that babies may feel empathy.

##### Important Points

In this item, your summary of the key ideas from the lecture should include that researchers believe that babies are capable of feeling empathy. They think this because they did an experiment where a baby listened to other babies crying. The baby cried when he heard the other babies crying (which is what they expected). However, when the researchers played the baby a tape of his own crying, he didn't cry. This told researchers that noise wasn't the cause of the crying. Rather, it suggested that the baby cried because he felt empathy or concern for the other babies.

##### High-level Response:

##### Listen to Track 49.

##### Rater Comments

The speaker gives a clear summary of the lecture, starting with a statement of what researchers believed until now and then explaining what was found in the experiment. She doesn't say explicitly that the researchers played a recording or tape of babies crying, and she also mispronounces the word "experiment."

These are minor errors, however, and do not prevent the listener from understanding what happened in the experiment. One of the speaker's particular strengths is that she places emphasis on certain words to help communicate the difference between the two parts of the experiment ("*... it's not the actual **noise** that triggers the baby's reflex to cry, but actually an emotional **feeling***").

##### Mid-level Response:

##### Listen to Track 50.

##### Rater Comments

In this response, the speaker gives a basic summary of both parts of the experiment. Her pronunciation is also quite clear. However, she hesitates often while searching for words to describe what happened in the experiment. These pauses and the limits in her vocabulary prevent her from making the final connection and explaining *why* the results of the experiment led researchers to believe that babies feel empathy. The point isn't, as the speaker says, that babies can "differentiate" between their own cries and those of other babies. The point is that the baby only cried when he heard the other babies cry, which made researchers think that *noise* wasn't an issue, but rather that he felt concern for the other babies. Overall, the response is slightly confusing to the listener because of these missing pieces and lack of organization.

## Writing Section

### Prompts, Topic Notes, and Sample Responses with

#### Rater Comments

Use the sample Integrated and Independent Writing Rubrics in Appendix A to see how responses are scored.

This section includes topic notes that are guides to the kind of information raters expect to read in a high-level response.

This section also refers to sample responses, which can be found on the audio tracks. These responses were scored at the highest level.

The responses are followed by comments from certified ETS raters.

#### Question 1

##### Prompt

Summarize the points made in the lecture, being sure to explain how they respond to the specific points made in the reading passage.

##### Topic Notes

The reading discusses three reasons to believe it is because of pollution that there has been a



decline of sea otters off of Alaska and California, while the lecture discusses why predation,

especially by orcas, is a better explanation of the evidence presented in the reading.

Point made in the reading	Corresponding point from the lecture
The passage argues that increased levels of pollution detected along the Alaskan coast could cause the deaths of sea otters by making them vulnerable to infections.	No dead sea otters have been found washed up on shore; this weakens the pollution theory but supports the predator theory, since the predators would eat the otters as they caught them, leaving no remains.
The decline of other sea mammals (seals and sea lions) points to a systemic cause such as pollution; the orca, a predator that could conceivably hunt several sea mammal species, is not the likely cause because it prefers larger prey such as whales.	Since the population of whales that orcas prefer to hunt has declined, orcas started hunting smaller prey, such as otters, as well as seals and sea lions.
The decline of sea otter populations is greater in some locations than in others, which again seems consistent with the pollution theory since varying concentrations of pollutants could account for such an uneven pattern.	The uneven pattern of sea otter decline can be explained by the fact that some locations where sea otters live are accessible to orcas and some are not; the accessible areas experience decline, while the populations in the inaccessible areas remain steady.

Responses with scores of 4 and 5 typically discuss all three points in the table with good accuracy.

#### Sample Response

The topic discussed here is the investigation of the causes of the disappearance of the sea otter, which is a small mammal that lives in waters along the western coast of North America from California to Alaska. The woman in the lecture argues that the cause of their disappearance is the presence of the predators, especially orcas, and not pollution as the reading says.

Firstly, she argues that one of the proofs of their being attacked by the predators is the fact that no one can find any dead sea otters. If the cause was the pollution, many dead sea otters would be found along the shores. In addition, a predator will immediately eat its prey so this is why no dead sea otters were found.

Secondly, the woman in the lecture argues there is another explanation than pollution why smaller sea mammals are all disappearing. She says that, since the whales tend to disappear because of the humans hunting them, the orcas had to adapt

their food habits to the sea conditions and as a result they have started eating the smaller sea animals available among them sea otters being included.

Thirdly, she argues that the orcas cannot access the shallow locations. This is why there are some areas where the sea otters are numerous. It's not because of uneven concentrations of pollutants.

#### Rater Comments

This response earns a score of 5. The response clearly conveys the three points from the lecture showing why predation by orcas is a better explanation than pollution for why no remains of the sea otters are found, for why a number of small animals including the sea otter started declining at the same time, and for why sea otter decline seems to have occurred to a lesser extent or not at all in some places, and to a greater extent in others. Grammatical errors are few and minor.

#### Question 2

##### Prompt

Do you agree or disagree with the following statement?

*Playing computer games is a waste of time.  
Children should not be allowed to play them.*

Use specific reasons and examples to support your answer.

#### Topic Notes

This topic asks you whether children should be banned from playing computer games. Successful responses can agree with the statement, disagree with the statement, or show the merits of both positions. No matter which position you take, it is important to support your opinion with details and examples.

If you agree with the statement, you might discuss why alternative activities, for example, playing physical games and getting exercise, are better for children rather than sitting at a computer or you might talk about social skills that can be obtained only by interacting face-to-face with other children. You could also talk about negative aspects of some computer games, such as addiction to game playing or the violence depicted in some games, and how some might worry about fantasy transferring to real life.

On the other side, you might want to argue that games are a positive way to train children to analyze events and organize their reactions. For example, computer games can be good for learning logic and practicing certain academic or athletic skills. Skill at computer games can also be a source of pride for children who might not be recognized for their achievements at school or on sports teams.

#### Sample Response

I disagree with statement that children should not be allowed to play computer games; it is not a waste of time. Lots of new skills and ideas can be developed through games and children should be encouraged to play games throughout their life. These days computer games can really enhance learning, help the development of manual and physical skills and even promote bonding people together.

I see computer games as new tools of learning for children. With development of computer games industry, more and more games are focused on mental development of children. Through computer games children can learn new languages by using games that understand and produce voice

and text. And most importantly, they can interact with the computer game at their convenience at home. Therefore they can spend a lot more time using and developing language skills through computer games than just learning them during school time.

Computer and tablet games can also be very helpful for learning math and algebra. There are many math games for preschoolers that capture kids' attentions because they are very attractive using sound and graphics and never get tired of teaching. And then there're higher level stand alone games and websites that have games that help students to absorb much more complex ideas like algebra and geometry, in a fun way.

Another good thing about some games is they can be used to develop manual and physical skills for children. By using different computer equipment and game programs, children can learn to, for example, drive a vehicle or even fly a plane. Other games and advance equipment let children practice sport moves just like they were playing sport for real. So these games can help develop movement, coordination, and ability to see and react to things in motion.

And finally, children can play games on-line in real time with chat. They can do this with other children located at a distance in their country or even anywhere in the world. As they play these online games with chat, they can talk to each other about almost anything. This can lead them to develop new kinds of friendships and international understanding and make their existing relations stronger.

Of course as in everything, games should have their limits. But from all I have argued above, computer games are and should be part of children's daily life.

#### Rater Comments

This 5-level response disagrees with the statement. The writer talks about ways in which computer games are valuable, providing two nicely developed examples of games that enhance learning. The response also shows how games can promote development of motor skills and how some games, via chat and

online connection, can promote friendship and international understanding. In the last paragraph, the writer mentions that games should have their limits, but then does not elaborate

on this remark. This is an acceptable strategy for ending this response, which overall is a well-developed explanation of the value of computer games.