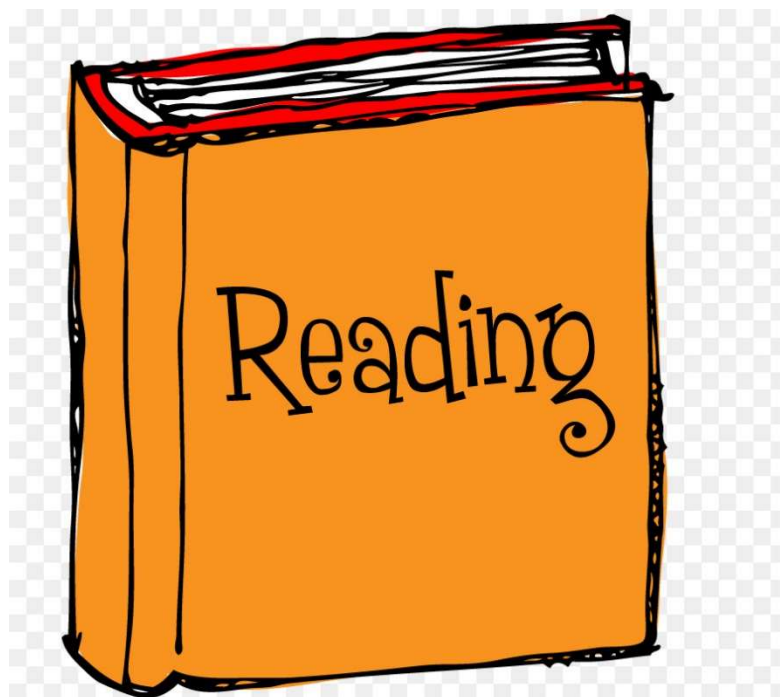


Section One

TOEFL READING COMPREHENSION



Directions: Read the following passages and answer the questions that follow. Encircle the letter of the correct answer.

Passage 1

Bacteria are extremely small living things. While we measure our own sizes in inches or centimeters, bacterial size is measured in microns. One micron is a thousandth of a millimeter a pinhead is about a millimeter across. Rod shaped bacteria are usually from two to four microns long, while rounded ones are generally one micron in diameter. Thus if you enlarged a founded bacterium a thousand times, it would be just about the size of a pinhead. An adult human magnified by the same amount would be over a mile (1.6 kilometers) tall.

Even with an ordinary microscope, you must look closely to see bacteria. Using a magnification of 100 times, one finds that bacteria are barely visible as tiny rods or dots. One cannot make out anything of their structure. Using special stains, one can see that some bacteria have attached to them wavy - looking "hairs" called flagella. Others have only one flagellum. The flagella rotate, pushing the bacteria through the water. Many bacteria lack flagella and cannot move about by their own power while others can glide along over surfaces by some little understood mechanism.

From the bacterial point of view, the world is a very different place from what it is to humans. To a bacterium water is as thick as molasses is to us. Bacteria are so small that they are influenced by the movements of the chemical molecules around them. Bacteria under the microscope, even those with no flagella, often bounce about in the water. This is because they collide with the water molecules and are pushed this way and that. Molecules move so rapidly that within a tenth of a second the molecules around a bacterium have all been replaced by new ones even bacteria without flagella are thus constantly exposed to a changing environment.

- Which of the following is the main topic of the passage?

(A) The characteristics of bacteria	(B) How bacteria reproduce
(C) The various functions of bacteria	(A) How bacteria contribute to disease
- Bacteria are measured in

(A) inches	(B) centimeters	(C) microns	(D) millimeters
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- Which of the following is the smallest?

(A) A pinhead	(B) A rounded bacterium
(C) A microscope	(D) A rod-shaped bacterium
- According to the passage, someone who examines bacteria using only a microscope that magnifies 100 times would see

(A) tiny dots	(B) small "hairs"
(C) large rods	(D) detailed structures
- The relationship between a bacterium and its flagella is most nearly analogous to which of the following?

(A) A rider jumping on a horse's back	(B) A ball being hit by a bat
(C) A boat powered by a motor	(D) A door closed by a gust of wind
- In line 16, the author compares water to molasses, in order to introduce which of the following topics?

(A) The bacterial content of different liquids
(B) What happens when bacteria are added to molasses
(C) The molecular structures of different chemicals
(D) How difficult it is for bacteria to move through water

Passage 2

One of the most popular literary figures in American literature is a woman who spent almost half of her long life in China, a country on a continent thousands of miles from the United States. In her lifetime she earned this country's most highly acclaimed literary award: the Pulitzer Prize, and also the most prestigious form of literary recognition in the world, the Nobel Prize for Literature. Pearl S. Buck was almost a household word throughout much of her lifetime because of her prolific literary output, which consisted of some eighty - five published works, including several dozen novels, six collections of short stories, fourteen books for children, and more than a dozen works of nonfiction. When she was eighty years old, some twenty - five volumes were awaiting publication. Many of those books were set in China, the land in which she spent so much of her life. Her books and her life served as a bridge between the cultures of the East and the West. As the product of those two cultures she became as she described herself, "mentally bifocal." Her unique background made her into an unusually interesting and versatile human being. As we examine the life of Pearl Buck, we cannot help but be aware that we are in fact meeting three separate people: a wife and mother, an internationally famous writer and a humanitarian and philanthropist. One cannot really get to know Pearl Buck without learning about each of the three. Though honored in her lifetime with the William Dean Howell Medal of the American Academy of Arts and Letters in addition to the Nobel and Pulitzer prizes, Pearl Buck as a total human being, not only a famous author. is a captivating subject of study.

1. What is the author's main purpose in the passage?
(A) To offer a criticism of the works of Pearl Buck.
(B) To illustrate Pearl Buck's views on Chinese literature
(C) To indicate the background and diverse interests of Pearl Buck
(D) To discuss Pearl Buck's influence on the cultures of the East and the West
2. According to the passage, Pearl Buck is known as a writer of all of the following EXCEPT
(A) novels (B) children's books (C) poetry (D) short stories
3. Which of the following is NOT mentioned by the author as an award received by Pearl Buck?
(A) The Nobel Prize (B) The Newberry Medal
(C) The William Dean Howell medal (D) The Pulitzer prize
4. According to the passage, Pearl Buck was an unusual figure in American literature in that she
(A) wrote extensively about a very different culture
(B) published half of her books abroad
(C) won more awards than any other woman of her time
(D) achieved her first success very late in life
5. According to the passage, Pearl Buck described herself as "mentally bifocal" to suggest that she was
(A) capable of resolving the differences between two distinct linguistic systems
(B) keenly aware of how the past could influence the future
(C) capable of producing literary works of interest to both adults and children
(D) equally familiar with two different cultural environments
6. The author's attitude toward Pearl Buck could best be described as
(A) indifferent (B) admiring (C) sympathetic (D) tolerant

Passage 3

When we accept the evidence of our unaided eyes and describe the Sun as a yellow star, we have summed up the most important single fact about it-at this moment in time.

It appears probable, however, that sunlight will be the color we know for only a negligibly small part of the Sun's history. Stars, like individuals, age and change. As we look out into space. We see around us stars at all stages of evolution. There are faint blood-red dwarfs so cool that their surface temperature is a mere 4,000 degrees Fahrenheit, there are searing ghosts blazing at 100, 000 degrees Fahrenheit and almost too hot to be seen, for the great part of their radiation is in the invisible ultraviolet range. Obviously, the "daylight" produced by any star depends on its temperature; today(and for ages to come) our Sun is at about 10,000 degrees Fahrenheit, and this means that most of the Sun's light is concentrated in the yellow band of the spectrum, falling slowly in intensity toward both the longer and shorter light waves. That yellow "hump" will shift as the Sun evolves, and the light of day will change accordingly. It is natural to assume that as the Sun grows older, and uses up its hydrogen fuel-which it is now doing at the spanking rate of half a billion tons a second- it will become steadily colder and redder.

1. What is the passage mainly about?
(A) Faint dwarf stars
(B) The evolutionary cycle of the Sun
(C) The Sun's fuel problem
(D) The dangers of invisible radiation
2. What does the author say is especially important about the Sun at the present time?
(A) It appears yellow
(B) It always remains the same
(C) It has a short history
(D) It is too cold
3. Why are very hot stars referred to as "ghosts"?
(A) They are short- lived.
(B) They are mysterious.
(C) They are frightening.
(D) They are nearly invisible.
4. According to the passage as the Sun continues to age, it is likely to become what color?
(A) Yellow
(B) Violet
(C) Red
(D) White
5. In line 15, to which of the following does "it" refer?
(A) yellow "hump"
(B) day
(C) Sun
(D) hydrogen fuel

Passage 4

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Acquiring their language is a most impressive intellectual feat. Students of how children learn language generally agree that the most remarkable aspect of this feat is the rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn words. It has been reckoned that the average high school graduate in the United States has a reading vocabulary of 80,000 words, which includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children.

1. What is the main subject of the passage?
 - (A) Language acquisition in children
 - (B) Teaching languages to children
 - (C) How to memorize words
 - (D) Communicating with infants

2. The word "feat" in line 5 is closest in meaning to which of the following?
 - (A) Experiment
 - (B) Idea
 - (C) Activity
 - (D) Accomplishment

3. The word "reckoned" in line 7 is closest in meaning to which of the following?
 - (A) Suspected
 - (B) Estimated
 - (C) Proved
 - (D) Said

4. In line 8, the word "which" refers to
 - (A) their ability
 - (B) reading vocabulary
 - (C) idiomatic expression
 - (D) learning process

5. According to the passage, what is impressive about the way children learn vocabulary.
 - (A) They learn words before they learn grammar
 - (B) They learn even very long words.
 - (C) They learn words very quickly.
 - (D) They learn the most words in high school.

Passage 5

The temperature of the Sun is over 5,000 degrees Fahrenheit at the surface. but it rises to perhaps more than 16 million degrees at the center. The Sun is so much hotter than the Earth that matter can exist only as a gas, except at the core. In the core of the Sun, the pressures are so great against the gases that, despite the high temperature there may be a small solid core. However, no one really knows, since the center of the Sun can never be directly observed.

Solar astronomers do know that the Sun is divided into five layers or zones. Starting at the outside and going down into the Sun, the zones are the corona, chromosphere, photosphere, convection zone, and finally the core. The first three zones are the regarded as the Sun's atmosphere. But since the Sun has no solid surface, it is hard to tell where the atmosphere ends and the main body of the Sun begins.

The Sun's outermost layer begins about 10,000 miles above the visible surface and can be seen during an eclipse such as the one in February 1979. At any goes outward for millions of miles. This is the only part of the Sun that other time, the corona can be seen only when special instruments are used on cameras and telescopes to shut out the glare of the Sun's rays.

The corona is a brilliant, pearly white, filmy light about as bright as the full Moon. Its beautiful rays are a sensational sight during an eclipse. The corona's rays flash out in a brilliant fan that has wispy spike-like rays near the Sun's north and south poles. The corona is thickest at the sun's equator.

The corona rays are made up of gases streaming outward at tremendous speeds and reaching a temperature of more than 2 million degrees Fahrenheit. The rays of gas thin out as they reach the space around the planets. By the time the Sun's corona rays reach the Earth, they are weak and invisible.

1. Matter on the Sun can exist only in the form of gas because of the Sun' S
(A) size (B) age (C) location (D) temperature
2. With what topic is the second paragraph mainly concerned?
(A) How the Sun evolved (B) The structure of the Sun
(C) Why scientists study the Sun (D) The distance of the Sun from the planets
3. All of the following are parts of the Sun's atmosphere EXCEPT the
(A) corona (B) chromosphere (C) photosphere (D) core
4. According to the passage as the corona rays reach the planets, they become
(A) hotter (B) clearer (C) thinner (D) stronger
5. The paragraphs following the passage most likely discuss which of the following?
(A) The remaining layers of the Sun (B) The evolution of the Sun to its present form
(C) The eclipse of February 1979 (D) The scientists who study astronomy
6. Where in the passage does the author compare the light of the Sun's outermost layer to that of another astronomical body?
(A) Lines 2-3 (B) Lines 9-10
(C) Line 16 (D) Lines 22-23

Passage 6

The agricultural revolution in the nineteenth century involved two things: the invention of labor-saving machinery and the development of scientific agriculture. Labor - saving machinery, naturally appeared, first where labor was scarce. "In Europe," said, Thomas Jefferson, the object is to make the most of their land, labor being abundant; here it is to make the most of our labor, land being abundant. It was in America, therefore, that the great advances in nineteenth - century agricultural machinery first came.

At the opening of the century, with the exception of a crude plow farmers could have carried practically all of the existing agricultural implement on their backs; by 1860, most of the machinery in use today had been designed in an early form. The most important of the early inventions was the iron plow. As early as 1790 Charies Newbold of New Jersey had been working on the cast - iron plow and spent his entire fortune in introducing his invention. The farmers, however, would have none of it, claiming that the iron poisoned the soil and made the weeds grow. Nevertheless, many people devoted their attention to the plow, until in 1869 James Oliver of South Bend, Indiana, turned out the first chilled-steel plow.

1. What is the main topic of the passage?
(A) The need for agricultural advances to help feed a growing population
(B) The development of safer machines demanded by the labor movement
(C) Machinery that contributed to the agricultural revolution
(D) New Jersey as a leader in the agricultural revolution
2. The word "naturally" as used in line 3 is closest in meaning to which of the following?
(A) Gradually (B) Unsurprisingly (C) Apparently (D) Safely
3. The expression "make the most of" in line 4 is closest in meaning to which of the following?
(A) Get the best yield from (B) Raise the price of
(C) Exaggerate the worth of (D) Earn a living on
4. Which of the following can be inferred from what Thomas Jefferson said?
(A) Europe was changing more quickly than America.
(B) Europe had greater need of farm machinery than America did.
(C) America was finally running out of good farmland.
(D) There was a shortage of workers on American farms.
5. It can be inferred that the word "here" in line 4 refers to
(A) Europe (B) America (C) New Jersey (D) Indiana
6. What point is the author making by stating that farmers could carry nearly all their tools On their backs?
(A) Farmers had few tools before the agricultural revolution.
(B) Americans were traditionally self - reliant.
(C) Life on the farm was extremely difficult.
(D) New tools were designed to be portable.
7. Why did farmers reject Newbold's plow?
(A) Their horses were frightened by it. (B) They preferred lighter tools.
(C) It was too expensive. (D) They thought it would ruin the land.

Passage 7

Telecommuting – substituting the computer for the trip to the job – has been hailed as a solution to all kinds of problems related to office work. For workers it promises freedom from the office, less time wasted in traffic, and help with child - care conflicts. For management, telecommuting helps keep high performers on board, minimizes tardiness and absenteeism by eliminating commutes, allows periods of solitude for high –concentration task, and provides scheduling flexibility. In some areas, such as Southern California and Seattle, Washington, local governments are encouraging companies to start telecommuting programs in order to reduce rush - hour congestion and improve air quality. But these benefits do not come easily. Making a telecommuting program work requires careful planning and an understanding of the differences between telecommuting realities and popular images.

Many workers are seduced by rosy illusions of life as a telecommuter. A computer programmer from New York City moves to the tranquil Adirondack Mountains and stays in contact with her office via computer. A manager comes in to his Office three days 8 week and works at home the other two. An accountant stays home to care for child; she hooks up her telephone modem connections and does office work between calls to the doctor.

These are powerful images, but they are a limited reflection of reality. Telecommuting workers soon learn that it is almost impossible to concentrate on work and care for a young child at the same time. Before a certain age, young children cannot recognize. much less respect, the necessary boundaries between work and family. Additional child support is necessary if the parent is to get any work done.

Management, too, must separate the myth from the reality. Although the media has paid a great deal of attention to telecommuting, in most cases it is the employee's situation, not the availability of technology that precipitates a telecommuting arrangement.

That is partly why, despite the widespread press coverage, the number of companies with work-at-home programs or policy guidelines remains small.

1. What is the main subject of the passage.
(A) Business management policies
(B) Driving to work
(C) Extending the workplace by means of commuters
(D) Commuters for child - care purposes
2. Which of the following is NOT mentioned as a problem for office employees?
(A) Being restricted to the office
(B) Incurring expenses for lunches and clothing
(C) Taking care of sick children
(D) Driving in heavy traffic
3. Which of the following is NOT mentioned as a problem for employers that is potentially solved by telecommuting?
(A) Employees' lateness for work
(B) Employees' absence from work
(C) Employees' need for time alone to work intensively
(D) Employee's' conflicts with second jobs
4. Which of the following does the author mention as a possible disadvantage of telecommuting?
(A) Small children cannot understand the boundaries of work and play.
(B) Computer technology is not advanced enough to accommodate the needs of every situation.
(C) Electrical malfunctions can destroy a project.
(D) The worker often does not have all the needed resources at home.

Passage 8

Carmen Lomas Garza's eloquent etchings, lithographs, and gouache paintings depict primal images of the rural environment and communal cultural experience of Mexican descended people in the United States. In an introspective and personal language, she describes the customs, traditions, and way of life of her Texan - Mexican heritage.

By 1972, Lomas Garza had evolved her distinctive *monitos*, paintings of stylized figures in culturally specific social environments. She transposes images and scenes from her past, combining cultural documentation with invention in an interplay of fact and fiction. Through selection, emphasis, and creation, these *monitos* delineate facets of experience, expressing deeper truths.

Oral tradition is a mainstay of Chicano culture. In both urban and rural communities, a rich and varied repertoire of ballads, tales, and poetic forms is preserved in memory-and passed from generation to generation. Lomas Garza's *monitos* function as an oral tradition in visual form. Her unique art of storytelling employs iconographic elements to create a concentrated narration. Visual episodes within an unfolding epic tale of cultural regeneration, the *monitos* keep alive the customs and daily practices that give meaning and coherence to Chicano identity. Their basic aim is to delight and instruct. For those outside Chicano culture, the precise and minutely detailed *monitos* provide a glimpse into the rich and vibrant lifestyle of the largest Spanish speaking cultural group within United States society.

Although her art has an innocent earnestness and folkloric affinity, Lomas Garza's expression is neither naive nor instinctive. The artist is highly trained academically, but has chosen to remain independent of dominant artistic trends in order to work toward a private aesthetic response to social concerns. While her work does not posit an overt political statement, it originates from a desire to respond to the contemporary situation of Mexican Americans by expressing positive images of their culture.

1. What does the passage mainly discuss?
(A) Cultural aspects of Carmen Lomas Garza's work
(B) Carmen Lomas Garza's artistic training
(C) Political aspects of Carmen Lomas Garza's work
(D) Critical reviews of Carmen Lomas Garza's work
2. What does the passage say about the oral tradition in Chicano culture?
(A) It is very important. (B) It is no longer relevant.
(C) It is being replaced by the written word. (D) It is primarily rural.
3. The writer compares Lomas Garza's visual works to
(A) customs (B) facts and fiction
(C) storytelling (D) artistic trends
4. The author refers to Carmen Lomas Garza's work as all of the following EXCEPT
(A) instructive (B) precise (C) detailed (D) naive
5. The word "Their" in line 16 refers to which of the following?
(A) Elements (B) Monitos (C) Customs (D) Practices
6. Where in the passage does the author discuss the effect of Garza's work on non-Chicanos?
(A) Lines 1-3 (B) Lines 10-12
(C) Lines 16-19 (D) Lines 21-23

Passage 9

With its radiant color and plantlike shape, the sea anemone looks more like a flower than an animal. More specifically, the sea anemone is formed quite like the flower for which it is named, with a body like a stem and tentacles like petals in brilliant shades of blue, green, pink, and red. Its diameter varies from about six millimeters in some species to more than ninety centimeters in the giant varieties of Australia. Like corals, hydras, and jellyfish, sea anemones are coelenterates. They can move slowly, but more often they attach the lower part of their cylindrical bodies to rocks, shells, or wharf pilings. The upper end of the sea anemone has a mouth surrounded by tentacles that the animal uses to capture its food. Stinging cells in the tentacles throw out tiny poison threads that paralyze other small sea animals. The tentacles then drag this prey into the sea anemone's mouth. The food is digested in the large inner body cavity. When disturbed a sea anemone retracts its tentacles and shortens its body so that it resembles a lump on a rock. Anemones may reproduce by forming eggs, dividing in half or developing buds that grow and break off as independent animals.

1. The word "shape" in line 1 is closest in meaning to which of the following?
(A) Length (B) Grace (C) Form (D) Nature
2. According to the passage, which of the following statements is NOT true of sea anemones?
(A) They are usually tiny. (B) They have flexible bodies.
(C) They are related to jellyfish. (D) They are usually brightly colored.
3. It can be inferred from the passage that sea anemones are usually found
(A) attached to stationary surfaces (B) hidden inside cylindrical objects
(C) floating among underwater flowers (D) chasing prey around wharf pilings
4. The word "capture" in line 8 is closest in meaning to which of the following ?
(A) Catch (B) Control (C) Cover (D) Clean
5. The word "disturbed" in line 11 is closest in meaning to which of the following?
(A) Bothered (B) Hungry (C) Tired (D) Sick
6. The sea anemone reproduces by
(A) budding only (B) forming eggs only
(C) budding or dividing only (D) budding, forming eggs, or dividing
7. Where does the author mention the sea anemone's food - gathering technique
(A) Lines 1-2 (B) Lines 4-6
(C) Lines 7-10 (D) Lines 11-13

Passage 10

Steamships were first introduced into the United States in 1807, and John Molson built the first steamship in Canada (then called British North America) in 1809. By the 1830's dozens of steam vessels were in use in Canada. They offered the traveler reliable transportation in comfortable facilities -- a welcome alternative to stagecoach travel, which at the best of times could only be described as wretched. This commitment to dependable river transport became entrenched with the investment of millions of dollars for the improvement of waterways which included the construction of canals and lock systems. The Lachine and Welland canals, two of the most important systems were opened in 1825 and 1829, respectively. By the time that Upper and Lower Canada were united into the Province of Canada in 1841. The public debt for canals was more than one hundred dollars per capita. an enormous sum for the time. But it may not seem such a great amount if we consider that improvements allowed steamboats to remain practical for most commercial transport in Canada until the mid--nineteenth century.

1. What is the main purpose of the passage?
 - (A) To contrast travel by steamship and stagecoach
 - (B) To criticize the level of public debt in nineteenth - century Canada -
 - (C) To describe the introduction of steamships in Canada
 - (D) To show how Canada surpassed the United States in transportation improvements
2. The word "reliable" in line 3 is closest in meaning to which of the following
 - (A) Quick
 - (B) Safe
 - (C) Dependable
 - (D) Luxurious
3. Which of the following can be inferred from the passage about stagecoach travel in Canada in the 1831's?
 - (A) It was reasonably comfortable.
 - (B) It was extremely efficient.
 - (C) It was not popular.
 - (D) It was very practical.
4. According to the passage, when was the Welland Canal opened?
 - (A) 1807
 - (B) 1809
 - (C) 1825
 - (D) 1829
5. The word "sum" in line 10 is closest in meaning to which of the following?
 - (A) Size
 - (B) Cost
 - (C) Payment
 - (D) Amount
6. According to the passage, steamships became practical means of transportation in Canada because of
 - (A) improvements in the waterways
 - (B) large subsidies from John Molson
 - (C) a relatively small population
 - (D) the lack of alternate means

Passage 11

Jazz has been called “the art of expression set to music”, and “America’s great contribution to music”. It has functioned as popular art and enjoyed periods of fairly widespread public response, in the “jazz age” of the 1920s, in the “swing era” of the late 1930s and in the peak popularity of modern jazz in the late 1950s. The standard legend about Jazz is that it originated around the end of the 19th century in New Orleans and moved up the Mississippi River to Memphis, St. Louis, and finally to Chicago. It welded together the elements of Ragtime, marching band music, and the Blues. However, the influences of what led to those early sounds goes back to tribal African drum beats and European musical structures. Buddy Bolden, a New Orleans barber and cornet player, is generally considered to have been the first real Jazz musician, around 1891.

What made Jazz significantly different from the other earlier forms of music was the use of improvisation. Jazz displayed a break from traditional music where a composer wrote an entire piece of music on paper, leaving the musicians to break their backs playing exactly what was written on the score. In a Jazz piece, however, the song is simply a starting point, or sort of skeletal guide for the Jazz musicians to improvise around. Actually, many of the early Jazz musicians were bad sight readers and some couldn’t even read music at all. Generally speaking, these early musicians couldn’t make very much money and were stuck working menial jobs to make a living. The second wave of New Orleans Jazz musicians included such memorable players as Joe Oliver, Kid Ory, and Jelly Roll Morton. These men formed small bands and took the music of earlier musicians, improved its complexity, and gained greater success. This music is known as “hot Jazz” due to the enormously fast speeds and rhythmic drive.

A young cornet player by the name of Louis Armstrong was discovered by Joe Oliver in New Orleans. He soon grew up to become one of the greatest and most successful musicians of all time, and later one of the biggest stars in the world. The impact of Armstrong and other talented early Jazz musicians changed the way we look at music.

1. The Passage answers which of the following questions?
 - (A) Why did Ragtime, marching band music, and the Blues lose popularity after about 1900?
 - (B) What were the origins of Jazz and how did it differ from other forms of music?
 - (C) What has been the greatest contribution of cornet players to music in the twentieth century?
 - (D) Which early Jazz musicians most influenced the development of Blues music?
2. According to the passage, Jazz originated in
 - (A) Chicago
 - (B) St. Louis
 - (C) along the Mississippi river
 - (D) New Orleans
3. The word “welded” in line 6 is closest in meaning to
 - (A) squeezed
 - (B) bound
 - (C) added
 - (D) stirred
4. Which of the following distinguished Jazz as a new form of musical expression?
 - (A) the use of cornets
 - (B) “hot Jazz”
 - (C) improvisation
 - (D) New Orleans

5. The word “skeletal” in line 15 is closest in meaning to
- (A) framework
 - (B) musical
 - (C) basic
 - (D) essential
6. Which of the following can be inferred from the passage?
- (A) many early Jazz musicians had poor sight
 - (B) there is no slow music in Jazz
 - (C) many early Jazz musicians had little formal musical training
 - (D) the cornet is the most common musical instrument used in Jazz
7. The word “menial” in line 18 is closest in meaning to
- (A) mens
 - (B) attractive
 - (C) degrading
 - (D) skilled
8. According to the passage, which of the following belonged to the second wave of New Orleans Jazz musicians?
- (A) Louis Armstrong
 - (B) Buddy Bolden
 - (C) St. Louis
 - (D) Joe Oliver
9. All of the following are true EXCEPT
- (A) the late 1930s was called the “swing era”
 - (B) “hot Jazz” is rhythmic
 - (C) Jazz has been said to be America’s greatest contribution to music
 - (D) Joe Oliver is generally considered to be the first real Jazz musician
10. The word “its” in line 21 refers to
- (A) small bands
 - (B) earlier music
 - (C) men
 - (D) earlier musicians

Passage 12

The Moon has been worshipped by primitive peoples and has inspired humans to create everything from lunar calendars to love sonnets, but what do we really know about it? The most accepted theory about the origin of the Moon is that it was formed of the debris from a massive collision with the young Earth about 4.6 billion years ago. A huge body, perhaps the size of Mars, struck the Earth, throwing out an immense amount of debris that coalesced and cooled in orbit around the Earth.

The development of Earth is inextricably linked to the moon; the Moon's gravitational influence upon the Earth is the primary cause of ocean tides. In fact, the Moon has more than twice the effect upon the tides than does the Sun. The Moon makes one rotation and completes a revolution around the Earth every 27 days, 7 hours, and 43 minutes. This synchronous rotation is caused by an uneven distribution of mass in the Moon (essentially, it is heavier on one side than the other) and has allowed the Earth's gravity to keep one side of the Moon permanently facing Earth. It is an average distance from Earth of 384,403 km.

The Moon has no atmosphere; without an atmosphere, the Moon has nothing to protect it from meteorite impacts, and thus the surface of the Moon is covered with impact craters, both large and small. The Moon also has no active tectonic or volcanic activity, so the erosive effects of atmospheric weathering, tectonic shifts, and volcanic upheavals that tend to erase and reform the Earth's surface features are not at work on the Moon. In fact, even tiny surface features such as the footprint left by an astronaut in the lunar soil are likely to last for millions of years, unless obliterated by a chance meteorite strike. The surface gravity of the Moon is about one-sixth that of the Earth's. Therefore, a man weighing 82 kilograms on Earth would only weigh 14 kilograms on the Moon. The geographical features of the Earth most like that of the Moon are, in fact, places such as the Hawaiian volcanic craters and the huge meteor crater in Arizona. The climate of the Moon is very unlike either Hawaii or Arizona, however; in fact the temperature on the Moon ranges between 123 degrees C. to -233 degrees C.

1. What is the passage primarily about?
(A) the Moon's effect upon the Earth
(B) the origin of the Moon
(C) what we know about the Moon and its differences to Earth
(D) a comparison of the Moon and the Earth
2. The word "massive" in line 4 is closest in meaning to
(A) unavoidable (B) dense (C) huge (D) impressive
3. The word "debris" in line 5 is closest in meaning to
(A) rubbish
(B) satellites
(C) moons
(D) earth
4. According to the passage, the Moon is
(A) older than the Earth
(B) protected by a dense atmosphere
(C) composed of a few active volcanoes
(D) the primary cause of Earth's ocean tides

5. The word “uneven “ in line 11 is closest in meaning to
- (A) Heavier
 - (B) Equally distributed
 - (C) Orderly
 - (D) Not uniform
6. Why does the author mention “impact craters” in line 16?
- (A) to show the result of the Moon not having an atmosphere
 - (B) to show the result of the Moon not having active tectonic or volcanic activity
 - (C) to explain why the Moon has no plant life because of meteorites
 - (D) to explain the corrosive effects of atmospheric weathering
7. The word “erase” in line 19 is closest in meaning to
- (A) change
 - (B) impact
 - (C) obliterate
 - (D) erupt
8. A person on the Moon would weigh less than on the Earth because
- (A) of the composition of lunar soil
 - (B) the surface gravity of the Moon is less
 - (C) the Moon has no atmosphere
 - (D) the Moon has no active tectonic or volcanic activity
9. All of the following are true about the Moon EXCEPT
- (A) it has a wide range of temperatures
 - (B) it is heavier on one side than the other
 - (C) it is unable to protect itself from meteorite attacks
 - (D) it has less effect upon the tides than the Sun
10. Which of the following can be inferred from the passage?
- (A) the Moon is not able to support human life
 - (B) if the Moon had no gravitational influence, the Earth would not have tides
 - (C) people living in Hawaii and Arizona would feel at home on the Moon
 - (D) Mars could have been formed in a similar way to the Moon

Passage 13

Line People of Hispanic origin were on the North American continent centuries before
(5) settlers arrived from Europe in the early 1600s and the thirteen colonies joined together to form the United States in the late 1700s. The first census of the new nation was conducted in 1790, and counted about four million people, most of whom were white. Of the white citizens, more than 80% traced their ancestry back to England. There were close to 700,000 slaves and about 60,000 “free Negroes”. Only a few Native American Indians who paid taxes were included in the census count, but the total Native American population was probably about one million.

(10) By 1815, the population of the United States was 8.4 million. Over the next 100 years, the country took in about 35 million immigrants, with the greatest numbers coming in the late 1800s and early 1900s. In 1882, 40,000 Chinese arrived, and between 1900 and 1907, there were more than 30,000 Japanese immigrants. But by far, the largest numbers of the new immigrants were from central, eastern, and southern Europe.

(15) An enormous amount of racial and ethnic assimilation has taken place in the United States. In 1908, play-writer Israel Zangwill first used the term “melting pot” to describe the concept of a place where many races melted in a crucible and re-formed to populate a new land. Some years during the first two decades of the 20th century, there were as many as one million new immigrants per year, an astonishing 1 percent of the total population of the United States.

(20) In 1921, however, the country began to limit immigration, and the Immigration Act of 1924 virtually closed the door. The total number of immigrants admitted per year dropped from as many as a million to only 150,000. A quota system was established that specified the number of immigrants that could come from each country. It heavily favored immigrants from northern and western Europe and severely limited everyone else. This system remained in effect until 1965, although after World War II, several exceptions were made to the quota system to allow in groups of refugees.

1. Why did the author write the passage?
 - (A) to outline the ways immigration has been restricted
 - (B) to emphasize the impact of migrants from Europe
 - (C) to explain and give examples of the concept of a “melting pot”
 - (D) to summarize the main features of immigration
2. According to the passage, which ancestry predominated at the time of the first census?
 - (A) Native Americans
 - (B) Negroes
 - (C) English
 - (D) Hispanic
3. The word “ancestry” in line 5 is closest in meaning to
 - (A) origins
 - (B) inheritance
 - (C) color
 - (D) freedom
4. The word “their” in line 5 refers to which of the following
 - (A) immigrants
 - (B) people of Hispanic origin
 - (C) white citizens
 - (D) Native Americans

5. Which of the following is true, according to the passage?
- (A) a quota system was in place from 1908
 - (B) a peak period of immigration was in the late 1800s and early 1900s
 - (C) slaves were not counted in the first census
 - (D) only those who paid taxes were included in the first census
6. The number of immigrants taken in over the 100 years to 1915 was
- (A) probably about 1 million
 - (B) about 35 million
 - (C) 8.4 million
 - (D) about 4 million
7. The word “concept” in line 16 is closest in meaning to
- (A) location
 - (B) type
 - (C) complexity
 - (D) thought
8. The word “virtually” in line 21 is closest in meaning to
- (A) effectively
 - (B) occasionally
 - (C) thoroughly
 - (D) undeservedly
9. Which of the following is NOT true about immigrants
- (A) they were subjected to an official quota in the Immigration Act from 1924
 - (B) during the 1900s immigrants numbered 1 percent of the total population
 - (C) settlers of Hispanic origin arrived centuries before those from Europe
 - (D) numbers began to be limited from 1921
10. Which of the following can be inferred from the passage
- (A) preserving a developing “American” culture was a major factor leading to the introduction of the quota system
 - (B) racial and ethnic assimilation did not occur as planned
 - (C) racial and ethnic tensions would have increased if the quota system had not been introduced
 - (D) the quota system was introduced to limit population growth

Passage 14

Line
(5) Considered the most influential architect of his time, Frank Lloyd Wright (1867-1959) was born in the small rural community of Richland Center, Wisconsin. He entered the University of Wisconsin at the age of 15 as a special student, studying engineering because the school had no course in architecture. At the age of 20 he then went to work as a draughtsman in Chicago in order to learn the traditional, classical language of architecture. After marrying into a wealthy business family at the age of 21, Wright set up house in an exclusive neighborhood in Chicago, and after a few years of working for a number of architectural firms, set up his own architectural office.

(10) For twenty years he brought up a family of six children upstairs, and ran a thriving architectural practice of twelve or so draughtsmen downstairs. Here, in an idyllic American suburb, with giant oaks, sprawling lawns, and no fences, Wright built some sixty rambling homes by the year 1900. He became the leader of a style known as the "Prairie" school - houses with low-pitched roofs and extended lines that blended into the landscape and typified his style of "organic architecture".

(15) By the age of forty-one, in 1908, Wright had achieved extraordinary social and professional success. He gave countless lectures at major universities, and started his Taliesin Fellowship - a visionary social workshop in itself. In 1938 he appeared on the cover of Time magazine, and later, on a two cent stamp. The most spectacular buildings of his mature period were based on forms borrowed from nature, and the intentions were clearly romantic, poetic, and intensely personal. Examples of these buildings are Tokyo's Imperial Hotel (1915-22: demolished 1968), and New York City's Guggenheim Museum (completed 1959) He continued working until his death in 1959, at the age of 92, although in his later years, he spent as much time giving interviews and being a celebrity, as he did in designing buildings. Wright can be considered an essentially idiosyncratic architect whose influence was immense but whose pupils were few.

1. With which of the following subjects is the passage mainly concerned?

- (A) the development of modern architecture in America
- (B) the contributions of the "Prairie" School to modern architecture
- (C) the life and achievements of a famous architect
- (D) the influence of the style of "organic architecture" in America

2. Frank Lloyd Wright first worked as a draughtsman because

- (A) for twenty years he lived above his shop and employed draughtsmen
- (B) to learn the language of architecture
- (C) that is what he studied at the University of Wisconsin
- (D) that is the work of new employees in architectural firms

3. The word "some" in line 11 is closest in meaning to

- (A) around
- (B) over
- (C) nearly
- (D) exactly

4. According to the passage, an idyllic American suburb is
- (A) based on forms borrowed from nature
 - (B) blended into the landscape
 - (C) giant oaks, sprawling lawns, and no fences
 - (D) houses with low-pitched roofs and extended lines
5. The word “blended” in line 13 is closest in meaning to
- (A) dug
 - (B) cut
 - (C) imposed
 - (D) merged
6. The word “itself” in line 17 refers to
- (A) social workshop
 - (B) Taliesin Fellowship
 - (C) He
 - (D) Major universities
7. The word “idiosyncratic” in line 24 is closest in meaning to
- (A) idiotic
 - (B) idealistic
 - (C) individualistic
 - (D) independent
8. Which of the following can be inferred from the passage?
- (A) the Taliesin Fellowship was a grant of money
 - (B) many of Wright’s architectural ideas have not been taken up by others
 - (C) Wright used his wife’s money to set up his own architectural office in an exclusive neighborhood in Chicago
 - (D) Some of Wright’s most notable buildings have been demolished because they were not popular
9. All of the following about Frank Lloyd Wright are true EXCEPT
- (A) he became the leader of a style known as “organic architecture”
 - (B) he died at the age of 92
 - (C) he commenced university studies at the age of 15
 - (D) some of his most spectacular buildings were not in America

Passage 15

The healing power of maggots is not new. Human beings have discovered it several times. The Maya are said to have used maggots for therapeutic purposes a thousand years ago. As early as the sixteenth century, European doctors noticed that soldiers with maggot-infested wounds healed well. More recently, doctors have realized that maggots can be cheaper and more effective than drugs in some respects, and these squirming larvae have, at times, enjoyed a quiet medical renaissance. The problem may have more to do with the weak stomachs of those using them than with good science. The modern heyday of maggot therapy began during World War I, when an American doctor named William Baer was shocked to notice that two soldiers who had lain on a battlefield for a week while their abdominal wounds became infested with thousands of maggots, had recovered better than wounded men treated in the military hospital. After the war, Baer proved to the medical establishment that maggots could cure some of the toughest infections.

In the 1930s hundreds of hospitals used maggot therapy. Maggot therapy requires the right kind of larvae. Only the maggots of blowflies (a family that includes common bluebottles and greenbottles) will do the job; they devour dead tissue, whether in an open wound or in a corpse. Some other maggots, on the other hand, such as those of the screw-worm eat live tissue. They must be avoided. When blowfly eggs hatch in a patient's wound, the maggots eat the dead flesh where gangrene-causing bacteria thrive. They also excrete compounds that are lethal to bacteria they don't happen to swallow. Meanwhile, they ignore live flesh, and in fact, give it a gentle growth-stimulating massage simply by crawling over it. When they metamorphose into flies, they leave without a trace – although in the process, they might upset the hospital staff as they squirm around in a live patient. When sulfa drugs, the first antibiotics, emerged around the time of World War II, maggot therapy quickly faded into obscurity.

1. Why did the author write the passage?

- (A) because of the resistance to using the benefits of maggots
- (B) to demonstrate the important contribution of William Baer
- (C) to outline the healing power of maggots
- (D) to explain treatment used before the first antibiotics

2. The word “renaissance” in line 6 is closest in meaning to

- (A) revival
- (B) resistance
- (C) support
- (D) condemnation

3. According to the passage, William Bayer was shocked because

- (A) two soldiers had lain on the battlefield for a week
- (B) the medical establishment refused to accept his findings
- (C) the soldiers abdominal wounds had become infested with maggots
- (D) the soldiers had recovered better than those in a military hospital

4. Which of the following is true, according to the passage?
- (A) sulfa drugs have been developed from maggots
 - (B) maggots only eat dead tissue
 - (C) bluebottles and greenbottles produce maggots
 - (D) blowfly maggots only eat dead tissue
5. The word “devour” in line 16 is closest in meaning to
- (A) chew
 - (B) clean
 - (C) change
 - (D) consume
6. The word “thrive” in line 19 is closest in meaning to
- (A) prosper
 - (B) eat
 - (C) move
 - (D) grow
7. The word “metamorphose” in line 22 is closest in meaning to
- (A) disappear
 - (B) grow
 - (C) change
 - (D) move
8. The word “they” in line 23 refers to
- (A) flies
 - (B) maggots
 - (C) gangrene-causing bacteria
 - (D) live patients
9. All of the following are true EXCEPT
- (A) maggots come from eggs
 - (B) maggots eat bacteria
 - (C) maggots are larvae
 - (D) William Bayer discovered a new type of maggot
10. What can be inferred from the passage about maggots?
- (A) modern science might be able to develop new drugs from maggots that would fight infection
 - (B) maggot therapy would have been more popular if antibiotics had not been discovered
 - (C) William Baer later changed his mind about the value of using maggot therapy
 - (D) sulfa drugs were developed from maggots

Section Two

TOEFL LISTENING COMPREHENSION



Conversation 1

Directions: Listen to a conversation between a professor and his student. Then, answer the following questions below. Encircle the letter of the correct answer.

1). Why is the student in the classroom?

- (A) He is waiting for his class to start.
- (B) His class has just finished.
- (C) He is waiting for his professor.
- (D) He wants to study quietly

2). What is the student's purpose in initiating this conversation?

- (A) To get his grade raised on his essay
- (B) To better understand the Romantic poets
- (C) To improve his writing technique
- (D) To get a topic idea from his professor

3). What will the student try to do with his next essay?

- (A) Contain his subject
- (B) Write a shorter essay
- (C) Choose an easier topic
- (D) Research more carefully

4). What kind of essays did the professor say that some of the other students wrote?

- (A) Terse ones
- (B) Rambling ones
- (C) Inconclusive ones
- (D) Divisive ones

5). Why does the student say this: "*Yes-- and I can identify!*" (laughs) ?

- (A) He doesn't like writing very much.
- (B) He realizes who Rimbaud is.
- (C) He is attracted by Africa.
- (D) He enjoys composing poetry.

TRANSCRIPT**Narrator**

Listen to a conversation between a professor and her student.

Professor: Well, hello, Jason. What are you doing sitting in here all alone?

Jason: Hi, Dr. Wescott. Oh, I was just looking for a quiet place to study where there's no distractions.

P: (laughs) Well, you found the perfect spot- my empty classroom. But I guess I'm a distraction now. I left my folder of notes in here last period. Do you mind if I...?

J: Oh! No, no- please go ahead, Professor.

P: Um. Hmm.... Ah- here it is. OK. I leave you to it.

J: Oh, Professor....

P: Yes?

J: Would you have a minute? Could I just ask you about the comment you wrote on my last essay?

P: Yes, I have a few minutes now. What did I write on it?

J: Well, here's the essay- "The Heights of Romanticism"- and you wrote just the word "vague!" at the top beside my grade....

P: Oh yes. It's an interesting topic choice, Jason, but I think that maybe you, uh, bit off more than you could chew. That title covers a lot of very major English poets!

J: Yeah, I guess it does, doesn't it? Wordsworth, Shelley, Keats, Byron. You know, I felt that way too, actually, after I got started with it. But by then I was kind of trapped.

P: Trapped? What do you mean?

J: Well, I had already started research. I'd picked out some key passages from the Prelude, from Keats's odes, et cetera. I'd already learned a good bit about their personal lives- I was, you know, committed.

P: Well now, listen, Jason: one of the key steps in writing an essay is choosing and defining your topic at the very beginning. If you get a feeling that the theme's too broad or too narrow, or uh, too convoluted or too, um, whatever- then cut your losses right away. Abandon it and find a fresh theme. That's rule number one.

J: Hmm. Yeah, I guess you're right. (sighs)

P: And what happened here is that you were never able to get down to brass tacks. That's why I wrote "vague"- that was my main reaction when I got done reading your paper. You're assigned three-page essays in my class, and you chose a subject fit for a book!

J: (laughs) Well, could I ask you, could you give me an example, of how I could've narrowed this down to a manageable size? Should I have just chosen one poet, do you think?- say, Lord Byron?

P: Yes, that's a simple solution to the problem here. But with only three pages to work with, you could afford to narrow it even more- just look at "Don Juan" as a work, uh, symbolic of the Romantic ideal, you know.

J: And that would be enough?

P: Sure, more than enough! The narrower your topic, the more incisive you can be. You might even come up with an original idea about Byron and the Romantic Movement!

J: Not likely.

P: But see, that's wrong thinking. These essays are not just rote assignments, Jason, something you have to crank out in order to pass my course. The point is to train you to research- "re-search"- "search again"- through our literary history... and add new light on it. This is something you should be eager to do!

J: Yes, of course, Professor- and I am, really! But I guess sometimes they do just, well...turn into assignments. Sometimes I do forget why I'm here.

P: (laughs) Well, you're not the only one, I can tell you that. Actually, this was one of the better essays. At least you didn't wander off topic, or just fill the three pages with polysyllabic gobbledegook. Those are the students I really come down hard on. Look, a "B minus" isn't so bad, is it?

J: No, I guess not. I like "A"s better, though. (laughs) And that's what I'm trying for next time. Our next paper's on the 19th century up to World War One, right?

P: Yes, that's right.

J: I'm interested in the Symbolists, and I've been reading about Rimbaud- he's kind of seminal, isn't he?

P: He certainly is- and in a way Rimbaud is a topic already narrowed down for you. He has a very small opus- he stopped writing when he was 21 and ran off to become a trader in Africa.

J: Yes-- and I can identify! (laughs)

P: (laughs) Oh, no you don't! I expect good things from you- starting with your next essay. Just remember: control your topic, don't let your topic control you. You've only got three pages, so be concise, be pithy.

J: OK, I'll try. Thanks very much for your time, Dr. Wescott. I really appreciate it.

P: My pleasure, Jason. See you in class.

J: 'Bye.

Conversation 2

Directions: Listen to a conversation between two students. Then, answer the following questions below. Encircle the letter of the correct answer.

- 1). What is the thrust of this conversation?
 - (A) To protest increased fees
 - (B) To research a financial problem
 - (C) To voice their concerns
 - (D) To discuss campus affairs

- 2). Why is the man taking two classes?
 - (A) He can't afford full tuition.
 - (B) He has regular employment.
 - (C) The courses are too demanding.
 - (D) The economy is poor.

- 3). How is the young woman financing her education?
 - (A) A scholarship
 - (B) A sugar daddy
 - (C) Part-time work
 - (D) Previous savings

- 4). Why does the young woman say this: "Gee, aren't you the eager beaver"?
 - (A) She is impressed with the man's enthusiasm.
 - (B) She is surprised that the man studies.
 - (C) She is pleased that the man has arrived early.
 - (D) She is embarrassed at her own tardiness.

- 5). What will they do after this class?
 - (A) Join the protest
 - (B) Review their notes
 - (C) Pay their tuition
 - (D) Locate a leaflet

TRANSCRIPT**Narrator**

Listen to a conversation between two students.

Robert: Oh- hi, Cecille. What are you doing here so early?

Cecille: Hi, Robert. Oh, I got tired of sitting in the cafeteria, that's all. I have an hour break before this class, and I usually, uh, spend it there... but it's so noisy today! Why are you here early?

R: Oh, I always come in about now- it's a quiet place to go over my notes before class.

C: Gee, aren't you the eager beaver!

R: I just find it's a, a good way to review and at the same time try to keep up with, uh, with where this course is going. Cost Accounting is pretty difficult for me. Why's the cafeteria so noisy? There shouldn't be many people there at three in the afternoon. Lunch is done.

C: There's a sort of rally going on- for the demonstration.

R: Demonstration?

C: Yeah, Friday.

R: Really? Against what? What's it about?

C: Tuition. It's about the tuition increase.

R: Oh, yeah, the tuition increase. They're holding a demonstration?

C: You don't get around campus much, do you? They've got posters plastered up all over the place.

R: No, I guess I don't. I just come in for this class and for, um, Financial Management Thursday nights. I didn't think this fee rise was such a big thing, though. It seems to happen couple of years or so, regular as clockwork.

C: Well, I guess this one was just the last straw.

R: Why's that?

C: Because the economy's so bad. Students don't have any money. Their parents don't have any money. They just can't afford to pay any more for school right now.

R: I suppose that's so. I manage, but I haven't had a raise in more than four years myself.

C: You're working?

R: Yeah. That's why I'm taking only two classes. I'm a bookkeeper.

C: A bookkeeper? Where at?

R: Lightsey Furniture, downtown. I've been working there part-time since before I started Accounting School, three days a week. That's- It's enough to pay my expenses, even the tuition boost- if I'm careful with my money.

C: You don't have such big fees to pay, though, if you're just taking those two classes. With a full load, most of us are having to fork out close to five hundred dollars more a term!

R: Ouch! I'd protest at that too, I guess. Are you going?

C: To the demonstration? I dunno. I've been thinking about it, but, well, I'm not really one to, uh, climb on the bandwagon.

R: It's turning into that, is it?

C: Seems to be- there's a lot of people over at the cafeteria, anyway, and they seem pretty enthusiastic about this thing.

R: Don't you think this might be just a "college thing", though? Students getting riled up just for the sake of getting riled up? We're so righteous, so sensitive to injustices. UBC must have a good reason for raising its tuition, I'm sure- it's a non-profit institution, for heaven's sake!

C: Oh, no doubt, no doubt. Student idealism? Some of that too, I guess, but-

R: But- it's hard times. I get it. And how's your economy?

C: Oh, I'm OK. My money comes from Daddy's education trust.

R: Trust? You must be rich!

C: (laughs) I wish. No, this isn't a trust like a Rockefeller trust! This is a fancy savings account Daddy started when I was born. He put a little money into it every month, and over- what?- eighteen years, that grew to enough to get me through university. And God bless Daddy!

R: Amen! Good for you!

C: Yeah, I'm lucky- and I've got enough to finish out my last year now, no problem. But a lot of others, they're not so lucky. Some of 'em aren't going to be able to finish school- they just don't have another five hundred or a thousand dollars in their budget.

R: What time is that protest Friday?

C: I think it starts at four, why? Thinking of going?

R: (sighs) Yeah, I am, actually. I'd like to get a few more details first, though. Do you know where-

C: There's some flyers in the cafeteria and over at the Student Union, and at some other places on campus, I guess. You could pick one of those up.

R: Yes, I think I will. After class.

C: Tell you what- I'll go with you. And if you decide to participate Friday, I'll meet you there.

R: Or we could meet somewhere else first.

C: And make placards and headbands? (laughs)

R: (Laughs) Maybe. Anyway, it would be easier than trying to find you in the crowd. And we could plan our escape if it gets too rough.

C: Gee, do you think it could?

R: Oh, probably not. But it's better to be safe than sorry.

C: Yeah, I suppose so. Oh- here comes Dr. Smithers.

R: Rats! And I never reviewed my notes. Talk to you after class.

Conversation 3

Directions: Listen to a conversation between two students at the university cafeteria. Then, answer the following questions below. Encircle the letter of the correct answer.

- 1). What are the two students doing?
 - (A) Discussing their programs
 - (B) Choosing an apartment
 - (C) Socializing
 - (D) Settling their differences
- 2). What's wrong with Friday classes?
 - (A) They're too late.
 - (B) They're too early.
 - (C) They make a two-day weekend.
 - (D) They make a four-day week.
- 3). Why is housing limited this year?
 - (A) Prices have risen.
 - (B) A building has been razed.
 - (C) Off-campus apartments are leased.
 - (D) There is a strike at the university.
- 4). What are the two roommates considering for the future?
 - (A) Moving
 - (B) Banking
 - (C) Separating
 - (D) Registering
- 5). Why does the roommate say this: *"Can I sublet your half of the room then?"*
 - (A) He wants to augment his income.
 - (B) He thinks his roommate is leaving.
 - (C) He is concerned about their relationship.
 - (D) He is teasing his roommate.

TRANSCRIPT**Narrator**

Listen to a conversation between two students at their university cafeteria.

Tom: Oh, there you are.

Ralph: Hi. Did you get the classes you wanted?

T: Not really. My Physics lectures are eight to nine in the morning Tuesday and Thursday. Those're gonna be killers. I'm gonna need two alarm clocks. And I got a Friday lab from two to four. I couldn't get an earlier one because they conflict with my Biology course. It's only has one section, so I have no choice there.

R: Those Friday classes sure spoil a four-day week, don't they? (Laughs) Want some coffee?

T: Uh, sure. You still got time before you register?

R: There's still a few minutes till ten, and they don't let you start early. They're pretty strict-- they won't let you in there till your time comes.

T: That's because it's so crowded, I guess. Registering eighteen thousand students in four days makes it pretty busy over there.

R: I'll be right back. (He gets them coffees.) There you are. (Pause) Coffee. I'm gonna be drinking a lot of that this semester.

T: Me too, I guess.

R: Did you pick up a cafeteria cash card yet?

T: No, not yet. I've gotta go to the bank first. The biggest card they've got is a hundred dollars, isn't it?

R: I think they've got a two-hundred dollar one this year. Prices have gone up so much they've added a new denomination-- like Zimbabwe does! But I've still got some money on my last year's card, so I haven't checked for sure yet.

T: Well, I'll take out two hundred bucks just in case. Might as well get the biggest one-- I'll be using it all, that's for sure. I practically live over here. It's a good place to study.

R: Can I sublet your half of the room then? (Laughs)

T: (Laughs) Gee, maybe we should. Pick up some extra money. They say there's a real shortage of dorm space this year.

R: How come? The student body's about the same as last year, I think. Or smaller-- tuition's gone up again and I'll bet some students just couldn't afford it this year, with this slow economy.

T: No, it's because they tore down Dormitory A to put up a new one-- but all they've got is the shell so far. That plumbers and electricians strike this summer sure threw a monkey wrench into the construction schedule. It won't be finished now till the end of December at least.

R: Wow! There must've been five hundred rooms in Dorm A! That's a big dent in campus housing, all right. Are they doing anything about it?

T: Well, I hear the Housing Office is trying to lease as many off-campus units as they can find, but most of them are rented to students already.

R: Too bad. I wouldn't want to live off-campus anyway, though.

T: Why not?

R: Well, it's so cheap and easy to live right here. The rent's less than half of what we'd have to pay out there, and we're right on campus within a few minutes of everywhere. The only problem is the roommates they give you.

T: (Laughs) Yeah? Well, you're stuck with this one for the rest of the year at least, pal! But y'know, if we stayed roomies, we could share the rent on an apartment somewhere not too far off. So it wouldn't cost that much-- and think of the parties we could throw! You can't have a real party in a dorm room.

R: Huh! Yeah. That's something to think about. Let's keep our eyes open for a place for next year, then.

Conversation 4

Directions: Listen to a conversation between a student and a university adviser. Then, answer the following questions below. Encircle the letter of the correct answer.

- 1). Why does the student visit the adviser's office?
 - (A) to find out more information about journalism
 - (B) to complain about the classes he has been taking
 - (C) to ask for advice about choosing a major
 - (D) to ask which career would be best in the future

- 2). Which subjects does the student NOT like?
 - (A) literature, sociology and philosophy
 - (B) science, math and business
 - (C) science, business and world history
 - (D) math, literature and cultural anthropology

- 3). What does the man advise the student to do?
 - (A) wait another year before declaring a major
 - (B) change his major to journalism
 - (C) consider majoring in journalism
 - (D) reconsider majoring in business

- 4). What is the adviser trying to find out about the student?
 - (A) if journalism might be a suitable major for him
 - (B) how intelligent he is
 - (C) his interest in becoming a writer
 - (D) if he got good grades in his classes

- 5). What is the student's attitude toward school?
 - (A) He thinks it is boring.
 - (B) He thinks it is too difficult.
 - (C) He thinks it is too easy.
 - (D) He likes to learn about new things.

TRANSCRIPT**Narrator**

Listen to a conversation between a student and a university adviser.

Adviser: So, what can I do for you today?

Student: Well, um, next month is the deadline for declaring a major, and uh...I still don't know what I want to major in.

A: Don't worry. That's common with sophomores. Um, have you narrowed down your possibilities? Do you have a list?

S: Uh, no, I don't. I've...I've always had a hard time making decisions, especially hard ones.

A: All right. Well, why don't we start with subjects that you're sure you don't want to major in.

S: OK. Well, I hate science, and I'm not very good at math, so those are out. Um, I don't think business would be good for me. I don't want to wear a suit and work in an office from 9 to 5. Uh...I like to move around, you know, maybe get outside, and kind of be my own boss. I don't want someone looking over my shoulder all the time.

A: Mmm...we're off to a good start. No business, math, or science. So, let's switch gears and consider topics you might want to choose for a major. Um...of all the subjects you've taken last year and so far this term, which ones have you liked? What kinds of classes have you found interest you the most?

S: There's a lot them. I love literature, and my psychology class was also pretty interesting. Philosophy was kind of cool; so was world history with Professor Briggs. I learned a lot in my visual arts class, and...oh yeah, my roommate talked me into taking sociology, which I thought would be boring, but it turned out to be great! So, um, that's the problem. I like so many different things, I can't pick just one of them!

A: Oh, I see. Hey, do you like to write by any chance?

S: Yeah! English was one of my favorite classes in high school, and one of my best too! I got all A's, except for one B+ from Ms. Horowitz junior year.

A: I've got an idea. How about trying journalism?

S: Journalism?! You mean, like being a newspaper reporter or magazine writer?

A: Yes. Journalists have to cover many different stories, so they learn a little about a lot of things. You wouldn't be chained to a desk all day, and you'd work largely on your own, gathering material and writing stories. There's something different to learn about almost every day. Also, many of the classes you've already taken satisfy the first-year requirements of the journalism department. You see, they want you to take a broad spectrum of classes. You don't even start taking classes in the journalism department until next year.

S: Hmm...I've never thought of journalism before. Yeah, maybe I should check into it. But, um, what if I try it and it turns out that I don't really like it?

A: Well, while you're trying it, you'll be learning about, uh, all sorts of topics. If you find one of those that you like better, you could change your major. You'd just need to go to the registrar's office and fill out some paperwork.

S: Um, OK! I'll check out journalism, then. Thank you, Mr. Grouton.

A: You're welcome. Remember, the adviser's office is open every weekday from 8 to 4, if there's anything else I can do for you.

Lecture 1

Directions: Listen to part of a university lecture by a professor on the possibility of life on Mars. Then, answer the following questions below. Encircle the letter of the correct answer.

- 1). What are "canali"?
 - (A) canyons
 - (B) canals
 - (C) carbonates
 - (D) channels

- 2). What is this lecture mainly about?
 - (A) Exploring life on Mars
 - (B) Proving there's life on Mars
 - (C) Testing for life on Mars
 - (D) Disproving there's any life on Mars

- 3). Judging from the lecture, how would you describe the results of the Viking biological experiments?
 - (A) Inconclusive
 - (B) Exciting
 - (C) Inaccurate
 - (D) Too complex

- 4). Which is NOT true of meteorite ALH84001?
 - (A) It was discovered by Schiaparelli.
 - (B) It fell in Antarctica.
 - (C) It has the composition of Mars.
 - (D) It contains evidence for micro-organisms.

- 5). What are scientists now focussing their research on?
 - (A) Meteorites
 - (B) Better experiments
 - (C) Extinct life
 - (D) Polycyclic aromatic hydrocarbons

- 6). According to the lecture, why is it difficult to disprove the existence of life on Mars?
 - (A) Test results are always ambiguous.
 - (B) Scientists can never completely agree.
 - (C) The climate of Mars is always changing.
 - (D) Definitive research is always incomplete.

TRANSCRIPT**Narrator**

Listen to part of a university lecture by a professor on the possibility of life on Mars.

Professor: The planet Mars has been in the news recently, because it is going to pass very close to us soon. So this might be a good time to talk about the Red Planet.

The possibility of there being life on Mars has been a topic of speculation for more than a hundred and fifty years- ever since its "canals" were mapped by an Italian astronomer, Giovanni Schiaparelli, back in 1877. He drew the first reasonably realistic map of Mars, and it included a system of "canali" across its surface. In Italian, "canali" just means "channels"- it doesn't imply artificial structures at all- but the idea caught on, and it was gradually developed, with a lot of help from fertile imaginations, into the concept of a complex, planet-wide irrigation system. Although most serious astronomers did not buy into this, the idea of an Earth-like planet- perhaps colder and dryer, and probably without any Martians- endured right up to the beginning of the Space Age, when Mars was still thought to have polar ice caps and a reasonable atmosphere. It also showed seasonal color changes that some thought could be some kind of primitive plant life blooming.

But in the 1960s, NASA's Mariner missions sent back images of something very different, of a cratered, moon-like Mars. Both the polar caps and the atmosphere turned out to be almost pure CO₂, and the density of its atmosphere was only one-hundredth of Earth's. And the "blooming plant life" turned out to be only a lot of dust, blown around by strong seasonal winds.

In some ways, though, Mars became more interesting. It had giant volcanos. It had a vast maze of canyons. And it showed evidence of having had flowing water on its surface sometime in its distant past.

And the possibility of living organisms on Mars could still not be ruled out. Now, you should realize that it is a lot easier to prove that something exists than it is to prove that something doesn't exist. Once you've discovered something, you've got it in the bag- but it's harder to prove that something's not there, because no matter how much you look without finding it, it could still be hiding under the next rock. So scientists continue to look under the Martian rocks.

The Viking mission in 1976 included three biological experiments- the Labelled Release experiment, the Pyrolytic Release experiment, and the Gas Exchange experiment.

The Labelled Release experiment mixed a Martian soil sample with water and Carbon-14 marked organic materials, and if any micro-organisms ate the materials, Carbon-14 would appear in any released gases. The Pyrolytic Release experiment simply incubated an unadulterated soil sample in a simulated Martian atmosphere containing Carbon-14 marked CO₂. Then the sample was heated to break down- or pyrolytize- any organic material that'd been produced, and again the gases were tested for Carbon-14. And finally, the Gas Exchange experiment put a Martian soil sample into an organic "chicken soup" of marked chemicals, and if any of these were consumed by micro-organisms, the Carbon-14 would again be detected in the released gases.

None of these experiments were successful. That is, none of them produced clear results detecting life forms. Most scientists now agree that the experiments were flawed- all of the results can be explained as purely chemical processes that do not require the presence of life. However, there is now evidence, as I said, that Mars once had significantly more water, and now scientists are considering the possibility that the planet once has life- but that it went extinct when conditions on Mars got worse.

A meteorite called ALH84001- catchy name, eh?- was discovered in Antarctica in 1984, and it is one of a dozen meteorites that scientists believe, because of their age and composition, came from Mars. But ALH84001 is special- it carries with it three pieces of evidence for life on Mars. First, it carries polycyclic aromatic hydrocarbons, which is something that dead organisms often decompose into. And second, it has tiny carbonate globules that resemble mineral alterations that primitive Earth bacteria cause. And then third, it carries very tiny- 10- to 100-nanometer- ovoids that may actually be fossil bacteria. And all three of these pieces of evidence lie within a few micrometers of each other in a crack in the meteorite's surface. Together they are strong evidence for the existence of life in Mars's past.

But the real research on this is just beginning. Maybe we'll learn more when we've heard back from NASA's Phoenix mission.

Lecture 2

Directions: Listen to part of a university lecture on the history of the English language. Then, answer the following questions below. Encircle the letter of the correct answer.

- 1). According to the lecture, which statement is NOT true?
 - (A) Chaucer was from a wealthy family.
 - (B) King Richard II spoke English.
 - (C) Chaucer was born in 1400.
 - (D) 50% of Chaucer's words were Germanic in origin.

- 2). What did Chaucer have?
 - (A) An English dictionary
 - (B) A good vocabulary
 - (C) A style manual
 - (D) A formal grammar

- 3). Why is Dante Alighieri important?
 - (A) Chaucer adapted one of his tales for 'The Canterbury Tales'.
 - (B) Chaucer met him in Italy.
 - (C) Chaucer structured 'The Canterbury Tales' after his 'Divine Comedy'.
 - (D) He gave Chaucer the idea of writing in English.

- 4). What makes 'The Canterbury Tales' easier to understand?
 - (A) Modernized versions
 - (B) The Great Vowel Shift
 - (C) Spelling conventions
 - (D) Its Romance vocabulary

- 5). The lecturer mentions the word 'hotel' as an example of what?
 - (A) A Norman-French rather than a continental French word
 - (B) A Germanic word absorbed into Norman-French
 - (C) A Middle English word carried into Modern English
 - (D) A foreign word recognized as English

- 6). Which do you think is nearest to the author's viewpoint?
 - (A) Chaucer introduced a vast number of Germanic and Romance words into our vocabulary.
 - (B) Chaucer's use of English led to the Great Vowel Shift.
 - (C) Chaucer was the bridge between Old English and Modern English.
 - (D) Chaucer was the first great English author.

TRANSCRIPT

Narrator

Listen to part of a university lecture on the history of the English language.

Professor: So, the next really significant step in the development of the English language- in the development of both our language and certainly our literature- is Geoffrey Chaucer and his *Canterbury Tales*. And there is no way I can overstate Chaucer's important place in the history of our language.

It's easy to remember his time on the historical timeline of the English language- he died in the year 1400, at the very beginning of the fifteenth century. England had been under Norman-French rule for three hundred years by then- ever since the Norman Conquest in 1066. With William the Conqueror, Norman-French had become the language of power and commerce in England. In fact, the court of Chaucer's king, King Richard the Second, was probably the first English-speaking English court since the Conquest. So, for the previous three hundred years, England had been more or less bilingual, practically speaking. The Anglo-Saxon or Germanic English of the common people, and the Anglo-Norman-French of the court and the clergy and the schoolmen- these had been influencing each other for a long, long time.

Geoffrey Chaucer wasn't an aristocrat, but he came from a very well-to-do family, and as a young man, he was sent into royal service- at first as a sort of butler. This was a common practice in those days, a way to advance a family's fortunes. In his long career, Chaucer held many jobs. He was by turns a soldier, a courier, a diplomat and a public official. Consequently, he travelled widely in England- and to France, Spain, Italy and the Netherlands- and he spoke French, Italian and Latin. So it should be no surprise that his greatest work, 'The *Canterbury Tales*', strongly reflects the influence of the continental writers, both in style and in content. For instance, the Clerk's Tale is an adaptation of Petrarch's version, and the Knight's Tale is based on Boccaccio's 'Teseida', and even the framing narrative for all the tales- the pilgrims' journey to Canterbury town- is modelled on Boccaccio's 'Decameron'. However, it was the influence of the great Italian writer, Dante Alighieri, which mattered the most, because Dante set a real precedent in abandoning Latin to write his 'Divine Comedy' in contemporary Italian, and following Dante's lead, Chaucer abandoned Latin and French to write in vernacular English- and he did this with such great success, with such excellence, that his English style set the standards for the next two hundred years.

Chaucer had no constraints in how he wrote, really. English hadn't yet been used seriously for literature. English didn't have any history of style- it didn't even have a formal grammar or a dictionary. What Chaucer had was a liberal education, a broad experience of the world, and a keen ear for how language- the languages of England- were used by the people. And with these abilities- and with his great poetic talent- he created a new, a fuller and richer, blend of what would eventually emerge as our modern language.

About fifty percent of Chaucer's vocabulary has its source in the Romance languages, but they weren't French or Italian or Latin borrowings- his language wasn't a hybrid of his own devising. Chaucer wasn't coining words from his familiarity with continental French or Italian. No, Anglo-Norman still had a very strong presence in England, and it's this that Chaucer's vocabulary reflects. Much Norman-French had entered the English vocabulary by Chaucer's time, and its foreign origin was recognized as little as we today recognize the foreignness of the words 'hotel' or 'parachute'. Words like 'bachelor' in the Merchant's Tale carry the Norman-French meaning of 'an unmarried man'- as it primarily does today- not the continental French meaning of 'a high school graduate'.

Now, the *Canterbury Tales* might seem a little daunting to try to read at first, because there were no spelling rules for the Middle English of Chaucer's time, and word endings were much more like the Anglo-Saxon in the pronunciation, for instance, of final '-e' and '-ed' as separate syllables, so Chaucer's rhymes are sometimes hard to understand.

And also, the Great Vowel Shift had not yet taken place. The Great Vowel Shift is the main difference between Middle English and Modern English. It consisted of major changes in the sounds of all of the English long vowels, and this happened during the fifteenth to eighteenth centuries. So many of Chaucer's words may be difficult for you to recognize now.

Nevertheless, good modernized texts of the *Tales* are available- both Penguin Books and Bantam Classics have good, readable editions- and it'd be well worth your while to sit down with the *Canterbury Tales* and enjoy the engaging humour, the keen observations, and the outstandingly rich poetry that makes this work truly great and which has caused Chaucer to be called the father of English literature.

Lecture 3

Directions: Listen to a part of a lecture from an arts class. Then, answer the following questions below. Encircle the letter of the correct answer.

- 1). What aspect of kitsch does the professor mainly discuss?
 - (A) Its history
 - (B) Its production
 - (C) Its meaning
 - (D) Its appeal

- 2). Why does the professor mention Mona Lisa?
 - (A) To make a point about Leonardo da Vinci
 - (B) To help form a definition of modern art
 - (C) To exemplify a popular form of kitsch
 - (D) To refute its reputation as a masterpiece

- 3). According to the professor, where did the term kitsch originate?
 - (A) In modern Las Vegas
 - (B) In 19th Century Munich
 - (C) In 1930s Russia
 - (D) In 20th century England

- 4). What does the professor mean when he says this: quote-unquote regular people.
 - (A) He does not necessarily agree with the definition of regular people.
 - (B) He disagrees that regular people have discriminating tastes.
 - (C) He questions the hypothesis that kitsch represents bad taste.
 - (D) He believes kitsch appeals mostly to upper-class art purists.

- 5). According to the lecture, what is NOT true of Kitsch?
 - (A) It is predominate in Las Vegas architecture.
 - (B) It's synonymous with "slapped together".
 - (C) It has been compared to a Marxist term.
 - (D) It is used primarily a compliment.

- 6). What can be inferred about the student when he says this: But can't kitschy also mean something good, that's, um, in style? Like I thought something nostalgic or retrograde could also be called kitsch.
 - (A) He does not respect the professor's opinion.
 - (B) He is familiar with the concept of kitsch.
 - (C) He misunderstood the professor's main point.
 - (D) He is probably majoring in art history.

TRANSCRIPT**Narrator**

Listen to part of a lecture from an arts class.

Prof: Suppose I said to you, "That's a really kitschy shirt." Did I give you a compliment? Yes, in the back.

S1: Uh, no, I don't think so. Doesn't kitschy mean, like, you know, cheesy or cheap? You wouldn't want to wear something that was in, in bad taste.

P: No you wouldn't...yes, over here?

S2: But can't kitschy also mean something good, that's, um, in style? Like I thought something nostalgic or retrograde could also be called kitsch.

P: That's a trenchant observation. Actually, both views are correct. Kitsch typically makes us think of something cheap or distasteful, but it can also, um sometimes, be used as a compliment as well. Kitsch comes from, is originally a German term, and it, generally speaking it refers to works of art that are widely considered to be pretentious or in poor taste. Kitsch is produced for the masses, to appeal to the popular and, um, indiscriminating tastes of quote-unquote regular people. While it usually carries a negative connotation, some people find kitsch to be appealing, because of its retrograde value and its uh, how should I put it? Its inadvertent irony. Still, many art purists believe that kitsch saturates all popular culture, and others even go so far as to say that kitsch and popular culture are one and the same.

The term most likely arose in 19th century Munich art markets. It was an English mispronunciation of a German word that means, um, "scraping up mud from the streets," and was later understood as artwork that was "slapped together" rather than, um, er, painstakingly created. Kitsch is most often associated with art that has a sentimental quality to it. But it can also be used to refer to any kind of art that is, uh, lacking in some shape or form, whatever it may be. What differentiates Kitsch from popular art is that it typically apes high art; it insists on being taken seriously even though it is obviously superficial and parasitic. Though kitsch objects might initially appear to be artis-- uh, beautiful, or creative, a closer look reveals that they repeat the formula and convention of high art, but without any spark of inspiration or originality. In this context, Leonardo da Vinci's masterpiece painting, Mona Lisa, is genuine art, but hand-painted, mass-produced reproductions of the painting are kitsch.

Kitsch entered the arena of the general public in the 1930s, when three famous art critics proclaimed it a major threat not only to art, but to culture itself. They compared Kitsch to a Marxist term, false consciousness, that argues there is a gap between reality itself and the way reality appears to people. Similarly, kitsch dwells in what is sometimes called a, uh, a culture industry. This is where art becomes controlled and form, [false start] formulated not by thought or imagination but by the demands of the market itself. Once they are produced, forms of kitsch art are simply given to a passive populace which accepts it. This kind of art is simply eye candy, non-challenging, and formally incoherent, providing its audience merely with something to look at and, uh, admire. Socially, then, according to the Marxist view, kitsch becomes an aid in serving the oppression of the population by capitalism, in the form of distracting people from their alienation. In many cultures, genuine art is supposed to be challenging, revolutionary, and subjective in direct response against the oppressiveness of the power structure. Yes, question?

S1: So, uh, I don't quite get it. Is kit, is kitsch art judged by the quality of its materials? I mean. like, the Mona Lisa is a masterpiece because of the expression on the woman's face, right? So does it become less of a masterpiece when it's um, like you said, mass reproduced on cheap canvasses and coffee mugs and stuff?

Prof: Well, in a sense, yes it does become less than, less of a masterpiece. Um... the major appeal is the facial expression, but with true art the medium is important too. It's the expression, plus the canvas, plus the paint, plus the artist's signature strokes, all put together. A photographic or hand-painted reproduction just can approximate that image, but it can't capture it just the same way. Consider Las Vegas for a moment. Las Vegas architecture stands above all the rest of the world as a prime example of blatant kitsch. For instance, there's a motel on the strip featuring huge pyramids and other monuments of ancient Egypt. To the uh, untrained eye, these can look spectacular. But comp, in comparison with the original pyramids in Egypt, they are gaudy and intrinsically worthless. Clearly, Las Vegas is the epitome of how luxury and kitsch often mingle with one another.