

# MINI-TEST 1

## READING

**Reading**

**Section Directions**

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

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

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

Read the passage.

20 minutes

Paragraph

### Migration

- 1 A widely held theory today is that the ancestors of today's Native American peoples traveled to the Western Hemisphere from Asia between 25,000 and 30,000 years ago, which was around the same time that Japan was being settled by Stone Age inhabitants. There is dental evidence and blood-type evidence to support this theory. A dental pattern that is found among most ancient human fossils in the Americas is consistent with the dental pattern of ancient human fossils in northeastern Asia. In blood type, the fact that blood type B is almost nonexistent among Native American populations but exists in Asian populations leads to the conclusion that migrations to the Americas from Asia took place before the evolution of blood type B, which is believed to have occurred around 30,000 years ago. In addition to the dental and blood-type evidence, more general evolutionary evidence suggests that it took more than 20,000 years for the variety of physical traits common to Native American populations to evolve, and linguists broadly concur that the development of the approximately 500 distinct languages of the Native Americans would require approximately 25,000 years.
- 2 The proposed migration from Asia to the Americas took place during the Ice Age that characterized the Pleistocene epoch. During that period of time, there were huge glaciers holding enormous volumes of water, and, because of the huge glaciers, sea levels were as much as 100 meters lower than they are today. The reduced sea levels meant that Asia and North America were linked with a 750-mile-wide landmass, named Beringia after the Bering Straits that now cover it, and consisted of treeless grassland with warm summers and cold dry winters. Because of the geographical features of Beringia during the Pleistocene epoch, it was an environment well-suited to the large mammals of the time, such as mammoth, mastodon, bison, horse, and reindeer, as well as to the Stone Age hunters who depended on these animals for their existence. The Stone Age inhabitants of the area used these animals not only for food but also for shelter, clothing, and weapons; they were able to spread out and expand their hunting areas as their populations grew, and their populations most likely grew at a very high rate because of the huge amount of territory available for expansion.
- 3 In spite of the evidence, not all anthropologists are convinced that the migrations from Asia to the Americas took place as early as 25,000 to 30,000 years ago. There is general agreement that the migrations took place, but some believe that the migrations took place much later. No fossilized human bones have been found in what used to be Beringia; finding human bones dating from 25,000 to 30,000 years ago would be strong proof of the dates when the migrations took place. However, because what was once Beringia is submerged beneath ocean waters, it may be a formidable task to uncover fossil evidence of migration from Asia to the Americas through Beringia.

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

Paragraph

### Migration

- 1 A widely **held** theory today is that the ancestors of today's Native American peoples traveled to the Western Hemisphere from Asia between 25,000 and 30,000 years ago, which was around the same time that Japan was being settled by Stone Age inhabitants. There is dental evidence and blood-type evidence to **support** this theory. A dental pattern that is found among most ancient human fossils in the Americas is consistent with the dental pattern of ancient human fossils in northeastern Asia. In blood type, the fact that blood type B is almost nonexistent among Native American populations but exists in Asian populations leads to the conclusion that migrations to the Americas from Asia took place before the evolution of blood type B, which is believed to have occurred around 30,000 years ago. In addition to the dental and blood-type evidence, more general evolutionary evidence suggests that it took more than 20,000 years for the variety of physical traits common to Native American populations to evolve, and linguists **broadly concur** that the development of the approximately 500 distinct languages of the Native Americans would require approximately 25,000 years.
- 2 The proposed migration from Asia to the Americas took place during the Ice Age that characterized the Pleistocene epoch. **During that period of time, there were huge glaciers holding enormous volumes of water, and, because of the huge glaciers, sea levels were as much as 100 meters lower than they are today.** The reduced sea levels meant that Asia and North America were linked with a 750-mile-wide landmass, named Beringia after the Bering Straits that now cover it, and consisted of treeless grassland with warm summers and cold dry winters. Because of the geographical features of Beringia during the Pleistocene epoch, it was an environment **well-suited to** the large mammals of the time, such as mammoth, mastodon, bison, horse, and reindeer, as well as to the Stone Age hunters who depended on these animals for their existence. The Stone Age inhabitants of the area used these animals not only for food but also for shelter, clothing, and weapons; **they** were able to spread out and expand their hunting areas as their populations grew, and their populations most likely grew at a very high rate because of the huge amount of territory available for expansion.
- 3 **11A In spite of** the evidence, not all anthropologists are convinced that the migrations from Asia to the Americas took place as early as 25,000 to 30,000 years ago. **11B** There is general agreement that the migrations took place, but some believe that the migrations took place much later. **11C** No fossilized human bones have been found in what used to be Beringia; finding human bones dating from 25,000 to 30,000 years ago would be strong proof of the dates when the migrations took place. However, because what was once Beringia is submerged beneath ocean waters, it may be a **formidable** task to uncover fossil evidence of migration from Asia to the Americas through Beringia. **11D**

## Questions

- The word **held** in paragraph 1 could best be replaced by
  - accepted
  - possessed
  - contained
  - carried
- The word **support** in paragraph 1 could best be replaced by
  - hold
  - finance
  - confirm
  - stiffen
- Which of the following is NOT provided as evidence to support the hypothesis that the migration discussed in the passage occurred 25,000 to 30,000 years ago?
  - Dental patterns common to Asians and Native Americans
  - Variations in blood types between Asians and Native Americans
  - The number of Native American languages in existence today
  - The human bones found in Beringia
- The phrase **broadly concur** in paragraph 1 is closest in meaning to
  - have the contrary idea
  - have extensive debates
  - openly question
  - are in general agreement
- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 2? *Incorrect* choices change the meaning in important ways or leave out essential information.
  - Since the Ice Age, the amount of water in the oceans has decreased dramatically.
  - During the Ice Age, sea levels were low because of how much water was frozen.
  - Glaciers have grown tremendously since the last Ice Age.
  - During the Ice Age, huge glaciers displaced a lot of water, causing the oceans to rise.
- It is stated in the passage that Beringia
  - was the source of the name Bering Straits
  - used to be covered with trees
  - is now submerged
  - was unable to support animal life
- The phrase **well-suited** in paragraph 2 is closest in meaning to
  - equal to
  - appropriate for
  - flattering to
  - modified for
- The word **they** in paragraph 2 refers to
  - Stone Age inhabitants
  - animals
  - weapons
  - their hunting areas
- It is implied in the passage that the Stone Age inhabitants of Beringia were most likely
  - dependent on agriculture
  - poor hunters
  - involved in raising livestock
  - mobile
- The author begins paragraph 3 with the expression **In spite of** to show that the fact that some anthropologists were not convinced by the evidence was
  - unexpected
  - a natural conclusion
  - unsurprising
  - logical
- Look at the four squares [■] that indicate where the following sentence can be added to paragraph 3.

**Some, in fact, hypothesize that the migrations took place around 15,000 B.C.**

Click on a square [■] to add the sentence to the passage.
- The word **formidable** in paragraph 3 is closest in meaning to
  - superior
  - maddening
  - powerful
  - difficult

13.

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

The passage discusses a theory of migration from the Eastern Hemisphere to the Western Hemisphere 25,000 to 30,000 years ago.

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**Answer Choices** (choose 4 to complete the chart):

- (1) There are geographical reasons to support this theory.
- (2) A number of fossils from the Pleistocene epoch have been found in Beringia.
- (3) There are physiological reasons to support this theory.
- (4) A study of blood types indicates that blood type B is rare among Native Americans.
- (5) There are linguistic reasons to support this theory.
- (6) Because there is no physiological evidence, not all experts agree with the theory.

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

# LISTENING

The screenshot shows a software interface for a listening comprehension section. At the top, there are navigation buttons: 'File', 'Options', 'Listening', 'Pause', 'Section Exit', 'Directions', 'Continue', 'Volume', 'Help', 'OK', and 'Next'. The main content area is titled 'Listening Comprehension' and 'Section Directions'. The text explains that the section measures the ability to understand conversations and lectures in English, that there will be one conversation and one lecture, and that questions will be asked about the main idea and supporting details. It also mentions that notes can be taken but will not be scored, and that a headphones icon indicates audio content.


**Listening Comprehension**  
**Section Directions**

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

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

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

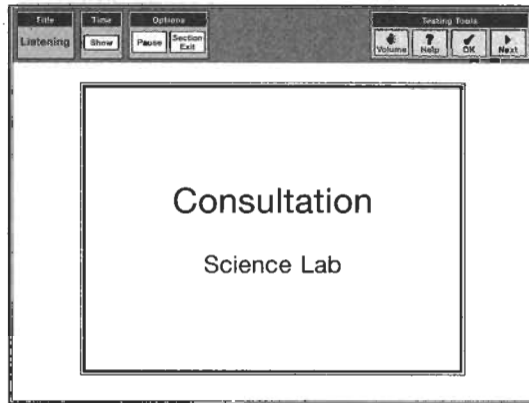
You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.

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


You will now begin this part of the Listening section.


**Questions 1–5**

Listen to a conversation between a student and a lab assistant.




1. Why does the student go to see the lab assistant?
- Ⓐ To discuss two issues related to the science lab
  - Ⓑ To discuss why he did not do a good job on his first lab assignment
  - Ⓒ To find out what he must do to complete his lab report
  - Ⓓ To talk about the members of his science lab group

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

Why does the lab assistant answer the student's question with this question: 

- Ⓐ She has not understood what the student has asked.
  - Ⓑ She is not sure who is in the student's group.
  - Ⓒ She would like to know if the student has really done any work with his group.
  - Ⓓ She has made an assumption about the group from the student's questions.
3. What does the lab assistant suggest that the group should try?
- Ⓐ Completing the lab session without talking
  - Ⓑ Spending more time talking during the lab session
  - Ⓒ Meeting before the lab session to have a discussion
  - Ⓓ Working individually in the science lab

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

How does the student seem to feel about his group?

- Ⓐ He thinks his group does work quite deliberately.
- Ⓑ He feels that the group is not able to get things done effectively.
- Ⓒ He is not sure when or where the group is meeting.
- Ⓓ He is afraid that his group does not have enough time to do a good job.

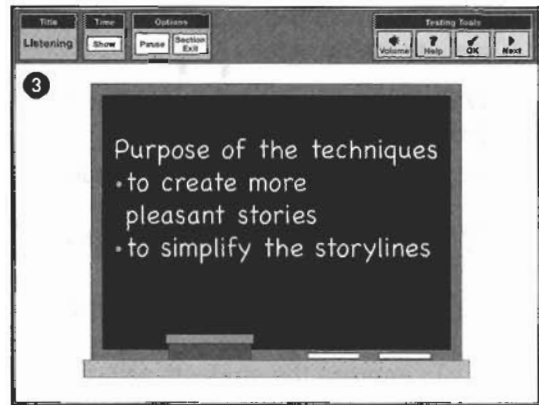
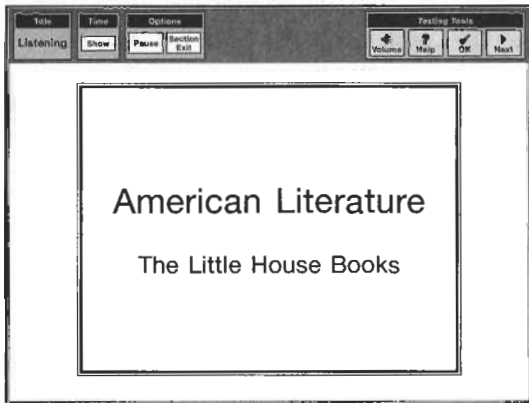
5. What does the lab assistant say about the lab report?


- Ⓐ It must be completed by the group.
- Ⓑ Each member may decide how to prepare the report.
- Ⓒ Each individual must write a part of the report.
- Ⓓ The report must be prepared in a very specific way.



Questions 6-11

Listen to a lecture in an American literature class.



6. Listen again to part of the passage. Then answer the question. 
- Why does the professor begin the lecture in this way?
- (A) To show how the coming lecture is related to a previous lecture
  - (B) To outline the various topics that will be covered in the course
  - (C) To indicate that the topic will be covered in a future lecture
  - (D) To impress the students with the importance of the coming topic

7. How is the information in the lecture presented?
- (A) Two different genres are contrasted.
  - (B) Examples of a certain genre are described.
  - (C) Various characteristics of a genre are classified.
  - (D) Events in the life of a person are outlined chronologically.

8. How is the *Little House* series classified?
- (A) As historical fact
  - (B) As autobiography
  - (C) As historical fiction
  - (D) As biography

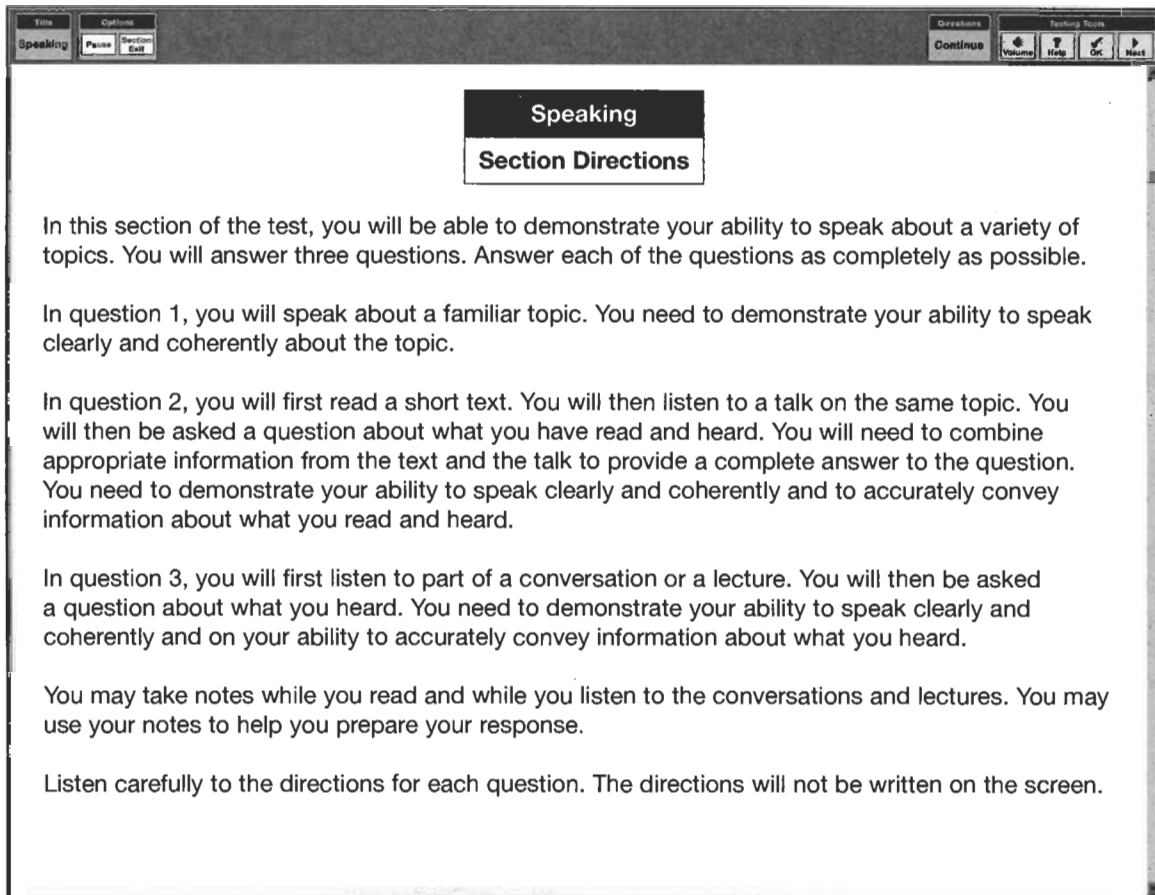
9. What two statements are true about Laura Wilder's *Little House* series?

Click on 2 answers.

- (A) Laura made up many of the events.
  - (B) Laura wrote the books during her childhood.
  - (C) Every event recorded in the books happened.
  - (D) Not every event in Laura's life was recorded.
10. What event did Laura omit from her books?
- (A) A move to the Indian Territory
  - (B) A problem she had with Nellie Olsen
  - (C) Her father's storytelling sessions
  - (D) The birth and death of her brother
11. What conclusion can be drawn from the lecture?
- (A) That historical fiction is not always historically accurate
  - (B) That historical fiction is always autobiographical
  - (C) That historical fiction must be true to reality
  - (D) That authors of historical fiction alter facts only unintentionally

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

# SPEAKING



**Speaking**  
**Section Directions**

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

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

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

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

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

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

**Questions 1–3**

**Question 1**

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

If you were the leader of your country, what would you do? Use reasons and details to support your response.

Preparation Time: 15 seconds  
Response Time: 45 seconds

**Question 2**

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

Reading Time: 45 seconds

*Part of the syllabus in a history class*

One of the requirements for this class is that you watch a number of films on historical topics. You will be given a list of twenty films, and you are required to watch at least twelve of the twenty films. After you watch each film, you are to write a report summarizing the key information in the film. (If you want, you may turn in reports on more than twelve films for extra credit.) All twenty films are on reserve in the library, and you may watch them in one of the viewing rooms on the second floor of the library.

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



Now answer the following question:

How do the students seem to feel about the history class assignment?

Preparation Time: 30 seconds  
Response Time: 60 seconds

**Question 3**

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



Now answer the following question:

How are glaciers formed?

Preparation Time: 20 seconds  
Response Time: 60 seconds

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

# WRITING

**Writing**  
**Section Directions**

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

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

**Integrated Writing Directions**

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

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

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

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

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

Reading Time: 3 minutes

Garlic, a member of the lily family with its distinctive odor and taste, has been used throughout recorded history because it was considered to have beneficial properties. The earliest known record of its use is in Sanskrit records from 3,000 B.C.

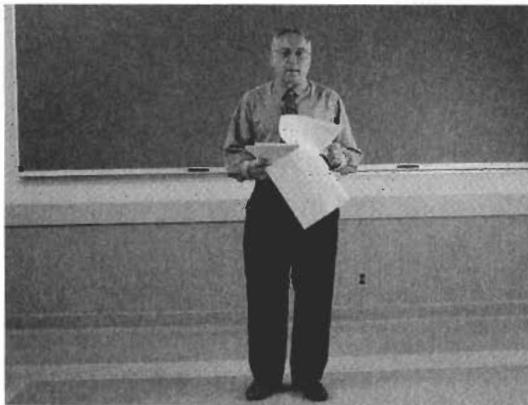
It was used as a medicine in Ancient Egypt, where it was used to cure 22 different ailments. It was also fed to the slaves who were building the pyramids because the Egyptians believed that, in addition to keeping the slaves healthy so that they could continue to work, garlic would make the slaves stronger so that they could work harder.

The ancient Greeks and Romans found even more uses for garlic than the Egyptians had. In addition to using garlic to cure illnesses, as the Egyptians had, the Greeks and Romans believed that garlic had magical powers, that it could ward off evil spells and curses. Garlic was also fed to soldiers because it was believed to make men more courageous.

Quite a few seafaring cultures have also used garlic because they believed that it was beneficial in helping sailors to endure long voyages. Homer used it on his odysseys, the Vikings always carried garlic on their long voyages in the northern seas, and Marco Polo left records showing that garlic was carried on his voyages to the Orient.

Finally, even as late as early in the twentieth century, it was believed that garlic could fight infections. Because of this belief, garlic juice was applied to soldiers' wounds in World War I to keep infection at bay and to prevent gangrene.

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



Now answer the following question:

How does the information in the listening passage support the information presented in the reading passage?

Preparation Time: 1 minute  
Response Time: 20 minutes

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