

Model Test 5

Computer-Assisted TOEFL

Section 1: Listening

The Listening section of the test measures the ability to understand conversations and talks in English. You will use headphones to listen to the conversations and talks. While you are listening, pictures of the speakers or other information will be presented on your computer screen. There are two parts to the Listening section, with special directions for each part.

On the day of the test, the amount of time you will have to answer all of the questions will appear on the computer screen. The time you spend listening to the test material will not be counted. The listening material and questions about it will be presented only one time. You will not be allowed to take notes or have any paper at your computer. You will both see and hear the questions before the answer choices appear. You can take as much time as you need to select an answer; however, it will be to your advantage to answer the questions as quickly as possible. You may change your answer as many times as you want before you confirm it. After you have confirmed an answer, you will not be able to return to the question.

Before you begin working on the Listening section, you will have an opportunity to adjust the volume of the sound. You will not be able to change the volume after you have started the test.

QUESTION DIRECTIONS — Part A

In Part A of the Listening section, you will hear short conversations between two people. In some of the conversations, each person speaks only once. In other conversations, one or both of the people speak more than once. Each conversation is followed by one question about it.

Each question in this part has four answer choices. You should click on the best answer to each question. Answer the questions on the basis of what is stated or implied by the speakers.

1. What is the man going to do?
 - (A) He will borrow some typing paper from the woman.
 - (B) He will lend the woman some typing paper.
 - (C) He will type the woman's paper.
 - (D) He will buy some typing paper for the woman.
2. What can be inferred about the man?
 - (A) He is a student at the university.
 - (B) He is not driving a car.
 - (C) He knows the woman.
 - (D) He needs to go to the drug store.
3. What does the man imply?
 - (A) He could not stay with his parents.
 - (B) He did not want to change his plans.
 - (C) He will not go to summer school.
 - (D) He has completed all the courses.
4. What are the speakers discussing?
 - (A) The telephone
 - (B) An apartment
 - (C) Utilities
 - (D) Furniture
5. What does the woman imply?
 - (A) She likes Dr. Taylor's class.
 - (B) She is not sure how Dr. Taylor feels.
 - (C) She did not get an A on the paper.
 - (D) She is not doing very well in the class.

6. What does the man suggest that the woman do?
- (A) Pay ten dollars an hour
 - (B) Be a subject in an experiment
 - (C) Ask Sandy to participate
 - (D) Go to a psychologist
7. What can be inferred about the study group meeting?
- (A) The speakers did not go to the study group meeting.
 - (B) The woman went to the study group meeting, but the man did not.
 - (C) The man went to the study group meeting, but the woman did not.
 - (D) Both speakers went to the study group meeting.
8. What does the man mean?
- (A) The woman can borrow his pen.
 - (B) A pen might be a good gift.
 - (C) Her advisor would probably like a card.
 - (D) A gift is not necessary.
9. What does the woman mean?
- (A) She does not want to leave.
 - (B) She must stay.
 - (C) She did not like the dorm.
 - (D) She is undecided.
10. What does the woman imply?
- (A) The man may be taking on too much.
 - (B) The job is more important than school.
 - (C) The opportunity is very good.
 - (D) The contract may not be valid.
11. What does the man suggest the woman do?
- (A) Call his family
 - (B) Write a letter
 - (C) Send postcards
 - (D) Buy presents
12. What are the speakers discussing?
- (A) The length of time that it takes to get an answer from a university
 - (B) Where the woman will go to school
 - (C) States in the Midwest
 - (D) The University of Minnesota
13. What will the woman probably do?
- (A) Buy a ticket
 - (B) Go to room 27
 - (C) Take a test in room 32
 - (D) Show the man her ticket
14. What can be inferred about the woman?
- (A) She wasn't able to attend the reception.
 - (B) She is an honors student.
 - (C) She likes flowers very much.
 - (D) She is a teacher.
15. What does the woman suggest that Terry do?
- (A) Try to be in class more often
 - (B) Try to get the work done
 - (C) Take the class twice
 - (D) Take the class next term
16. What does the man mean?
- (A) He does not like English.
 - (B) Graduate school is easier than teaching.
 - (C) It is not surprising that the woman is doing well.
 - (D) The course is very interesting.
17. What problem do the students have?
- (A) They are going to make a group presentation.
 - (B) They don't want to have Jane in their group.
 - (C) Carl does not want to be in their group.
 - (D) They are not good presenters.

QUESTION DIRECTIONS — Part B

In Part B of the Listening section, you will hear several longer conversations and talks. Each conversation or talk is followed by several questions. The conversations, talks, and questions will not be repeated.

The conversations and talks are about a variety of topics. You do not need special knowledge of the topics to answer the questions correctly. Rather, you should answer each question on the basis of what is stated or implied by the speakers in the conversations or talks.

For most of the questions, you will need to click on the best of four possible answers. Some questions will have special directions. The special directions will appear in a box on the computer screen.

18. What problem do the speakers have?

- (A) They do not have a syllabus.
- (B) They do not understand the requirement for the research paper.
- (C) They do not have an appointment with the professor.
- (D) They do not know the professor's office hours.

19. How much does the research paper count toward the grade for the course?

- (A) It is not clear from the syllabus.
- (B) It is valued at half of the total points for the course.
- (C) It is worth ten points.
- (D) It will count thirty points.

20. What did the professor say last week?

- (A) She mentioned presentations.
- (B) She discussed the syllabus.
- (C) She answered questions.
- (D) She made appointments.

21. What will the students probably do?

- (A) Prepare a presentation of the research
- (B) Make an appointment to see the professor
- (C) Ask questions about the assignment in class
- (D) Go to see the professor during office hours

22. What is the main subject of this lecture?

- (A) Captain Cook's life
- (B) History of Hawaii
- (C) Captain Cook's exploration of Hawaii
- (D) Hawaiian culture

23. According to the lecturer, what were the two ships commanded by Captain Cook?

Click on 2 answers.

- (A) *The Third Voyage*
- (B) *The Resolution*
- (C) *The Discovery*
- (D) *The England*

24. Why does the professor mention the name *Launo*?

- (A) It was the original name for the Hawaiian Islands before Cook's arrival.
- (B) It was the name of the king of Hawaii at the time of Cook's exploration.
- (C) It was the name of the god that the islanders believed Cook embodied.
- (D) It was the name of the welcome ceremony that the islanders gave Cook.

25. The professor briefly explains a sequence of events in the history of Hawaii.

Summarize the sequence by putting the events in order.

Click on a sentence. Then click on the space where it belongs.

Use each sentence only once.

- (A) Captain Cook and four of his crew were killed.
- (B) The islanders and the crew began to fight.
- (C) The king was to be taken hostage.
- (D) A small boat was stolen from the crew.

1	
2	
3	
4	

26. What is an alloy?

- (A) Impure metals that occur accidentally
- (B) Metals melted into liquid form
- (C) A planned combination of metals for a specific purpose
- (D) Industrial metals that do not have to be very pure

27. What does the speaker say about the properties of alloys?

Click on 2 answers.

- (A) They are chosen for a particular purpose.
- (B) They are combined in specific proportions.
- (C) They are difficult to determine because there is more than one metal involved.
- (D) They occur accidentally in nature.

28. Why does the speaker use the example of the aircraft industry?

- (A) To demonstrate how alloys can be used to solve industrial problems
- (B) To emphasize the importance of the aviation industry
- (C) To compare alloys and other mixtures
- (D) To illustrate how metals can be used without alloying them

29. What is the difference between combinations of metals in nature and alloys?

- (A) Mixtures of metals in nature are very pure.
- (B) Combinations of metals do not occur in nature.
- (C) Metals combined in nature are mixed in random proportion.
- (D) Alloys are mixtures, but metals that occur in nature are not.

30. What do the speakers mainly discuss?

- (A) British English pronunciation
- (B) Spelling patterns
- (C) British and American English
- (D) Movies

31. How are the words referred to in the discussion?

Click on a word. Then click on the empty box in the correct column.

Use each word only once.

- | | |
|------------|-------------|
| (A) color | (B) theater |
| (C) centre | (D) honour |

American English spelling		British English spelling	

32. What can be inferred about the word *flat* in British English?

- (A) It has a different spelling from that of American English.
- (B) It has a different meaning from that of American English.
- (C) The pronunciation is so different that it cannot be understood by Americans.
- (D) It is really about the same in American English.

33. On what did the class agree?

- (A) British English and American English are the same.
- (B) British English and American English are so different that Americans cannot understand the English when they speak.
- (C) British English and American English have different spelling and vocabulary but the same pronunciation.
- (D) British English and American English have slightly different spelling, vocabulary, and pronunciation, but Americans and the English still understand each other.

34. What is the presentation mainly about?

- (A) The National Department of Education
- (B) School boards
- (C) Public schools in the United States
- (D) Local control of schools

35. What surprised the presenter about her research?
- (A) Public schools are not the same throughout the United States.
 - (B) The school board members are not professional educators.
 - (C) The federal department is not the same as a department of education in many other countries.
 - (D) The members of the school board serve without pay.

36. How does each of the persons identified contribute to the operation of schools in the United States?

Click on a word. Then click on the empty box in the correct row.

Use each word only once.

- (A) superintendent
- (B) school board member
- (C) resident of the district

governs the local school district	
carries out the policies of the governing board	
elects the members of the governing board	

37. According to the speaker, what is the function of the department of education in the United States?

Click on 2 answers.

- (A) To support research projects
- (B) To organize a national curriculum
- (C) To monitor national legislation for schools
- (D) To appoint local school boards

38. What kind of meal plan does the man decide to buy?

Click on 2 answers.

- (A) Breakfast
- (B) Lunch
- (C) Dinner
- (D) Supper

39. How much does the plan cost?

- (A) Fourteen dollars a week
- (B) Thirty dollars a week
- (C) Thirty-six dollars a week
- (D) Forty-two dollars a week

40. Why do most residents order a pizza or go out to eat on Sundays?

- (A) Many of them live close enough to go home for the day.
- (B) They are tired of the food in the dormitory.
- (C) No meals are served on Sunday.
- (D) Some of them have dates on the weekend.

41. How will the man pay for the meals?

- (A) He will pay the woman in cash for the first quarter.
- (B) He will use his credit card to pay the woman.
- (C) He will wait to receive a bill from the dormitory.
- (D) He will write a check on a form provided by the woman.

42. What will the man probably do?

- (A) Pay the bill now
- (B) Give the woman his credit card
- (C) Fill out a form
- (D) Think about his options

43. What is hydroponics?

- (A) Growing plants without soil
- (B) Mixing nutrients in water
- (C) Finding the chemical composition of soil
- (D) Solving problems in the water system

44. Why does the professor suggest that the students refer to their lab workbook?

- (A) To see the diagram of the class experiment
- (B) To read an experiment on plant growth
- (C) To find a list of substances that plants need
- (D) To locate the instructions for building a hydroponics tank

45. According to the speaker, why are roots important to plants?

Click on 2 answers.

- ☐ A To absorb water and nutrients
 - ☐ B To take in oxygen
 - ☐ C To suspend the plants directly in the solution
 - ☐ D To filter out toxins
46. Why was the pump attached to the tank in this experiment?
- ☐ A It was needed to mix the nutrients in the solution.
 - ☐ B It was used to pump out harmful chemicals.
 - ☐ C It was required to pump oxygen into the solution.
 - ☐ D It was necessary to anchor the plants.
47. What does the professor want the students to do with the specimen of the nutrient solution?
- ☐ A Take a taste of it
 - ☐ B Make a drawing of it
 - ☐ C Observe it and draw conclusions
 - ☐ D Put it in the tank

48. What are the speakers discussing?

- ☐ A A class that the woman missed
- ☐ B A book that they have both read
- ☐ C A TV show that the man saw
- ☐ D A video that they saw in class

49. Who was Harriet Tubman?

- ☐ A She was one of the first freed slaves to work on the railroad.
- ☐ B She was a slave who worked underground in the mines.
- ☐ C She was a former slave who lived in Canada.
- ☐ D She was a slave who escaped from her owners in Maryland during the Civil War.

50. What impressed the man about Harriet Tubman's story?

- ☐ A She used the North Star to guide her to a free state.
- ☐ B She returned to Maryland to help three hundred slaves escape.
- ☐ C She founded the underground railroad.
- ☐ D She was a slave for nineteen years.

Section 2: Structure

This section measures the ability to recognize language that is appropriate for standard written English. There are two types of questions in this section.

In the first type of question, there are incomplete sentences. Beneath each sentence, there are four words or phrases. You will choose the one word or phrase that best completes the sentence.

Clicking on a choice darkens the oval. After you click on **Next** and **Confirm Answer**, the next question will be presented.

The second type of question has four underlined words or phrases. You will choose the one underlined word or phrase that must be changed for the sentence to be correct.

Clicking on an underlined word or phrase will darken it. After you click on **Next** and **Confirm Answer**, the next question will be presented.

- Gunpowder, in some ways the most effective ☐ (A) ☐ (B)
of all the explosive materials, were a mixture ☐ (C) ☐ (D)
of potassium nitrate, charcoal, and sulfur.
- As the demand increases, manufacturers who previously produced only a large, luxury car ☐ (A)
is compelled to make a smaller model in ☐ (B) ☐ (C) ☐ (D)
order to compete in the market.
- There are twenty species of wild roses in ☐ (A)
North America, all of which have prickly ☐ (B)
stems, pinnate leaves, and large flowers,
which usually smell sweetly. ☐ (C) ☐ (D)
- Professional people expect ----- when it is
necessary to cancel an appointment.
☐ (A) you to call them
☐ (B) that you would call them
☐ (C) your calling them
☐ (D) that you are calling them
- In a new culture, many embarrassing situa-
tions occur ----- a misunderstanding.
☐ (A) for
☐ (B) of
☐ (C) because of
☐ (D) because
- Factoring is the process of finding two or ☐ (A) ☐ (B)
more expressions whose product is
equal as the given expression. ☐ (C)
☐ (D)
- Schizophrenia, a behavioral disorder
typified by a fundamental break with reality, ☐ (A) ☐ (B)
may be triggered by genetic predisposition, ☐ (C)
stressful, drugs, or infections. ☐ (D)
- Sedimentary rocks are formed below the
surface of the Earth ----- very high tem-
peratures and pressures.
☐ (A) where there are
☐ (B) there are
☐ (C) where are there
☐ (D) there are where

9. If Grandma Moses having been able to
(A)
continue farming, she may never have
(B)
begun to paint.
(C) (D)
10. A computer is usually chosen because of its simplicity of operation and ease of maintenance ----- its capacity to store information.
(A) the same as
(B) the same
(C) as well as
(D) as well
11. Although the Red Cross accepts blood from
(A)
most donors, the nurses will not leave you
(B)
give blood if you have just had a cold.
(C) (D)
12. ----- that gold was discovered at Sutter's Mill and that the California Gold Rush began.
(A) Because in 1848
(B) That in 1848
(C) In 1848 that it was
(D) It was in 1848
13. Frost occurs in valleys and on low grounds ----- on adjacent hills.
(A) more frequently as
(B) as frequently than
(C) more frequently than
(D) frequently than
14. The native people of the Americas are called
(A)
Indians because when Columbus landed in
(B)
the Bahamas in 1492, he thought that he
(C)
has reached the East Indies.
(D)
15. In the relatively short history of industrial
(A)
developing in the United States, New York
(B) (C)
City has played a vital role.
(D)
16. When a body enters the Earth's atmosphere, it travels ----- .
(A) very rapidly
(B) in a rapid manner
(C) fastly
(D) with great speed
17. Employers often require that candidates have not only a degree ----- .
(A) but two years experience
(B) also two years experience
(C) but also two years experience
(D) but more two years experience
18. The salary of a bus driver is much higher ----- .
(A) in comparison with the salary of a teacher
(B) than a teacher
(C) than that of a teacher
(D) to compare as a teacher
19. Farmers look forward to ----- every summer.
(A) participating in the county fairs
(B) participate in the county fairs
(C) be participating in the county fairs
(D) have participated in the county fairs
20. A turtle differs from all other reptiles in that
(A) (B)
its body is encased in a protective shell
of their own.
(C) (D)

21. Excavations in a mound or village
 (A)
often reveal an ancient community that
 (B)
had been laying under later reconstructions
 (C) (D)
 of the city.
22. One of the first and ultimately the most
 (A)
 important purposeful of a reservoir was
 (B)
to control flooding.
 (C) (D)
23. After seeing a movie based on a novel,

 (A) the book is read by many people
 (B) the book made many people want to read it
 (C) many people want to read the book
 (D) the reading of the book interests many people
24. One of the world's best-selling authors,
 (A)
 Louis L'Amour said to have written 101
 (B) (C)
 books, mostly westerns.
 (D)
25. No other quality is more important for a
 (A) (B)
 scientist to acquire as to observe carefully.
 (C) (D)

Section 3: Reading

This section measures the ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages. There are several different types of questions in this section.

In the Reading section, you will first have the opportunity to read the passage.

You will use the scroll bar to view the rest of the passage.

When you have finished reading the passage, you will use the mouse to click on **Proceed**. Then the questions about the passage will be presented. You are to choose the one best answer to each question. Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Most of the questions will be multiple-choice questions. To answer these questions you will click on a choice below the question.

To answer some questions, you will click on a word or phrase.

To answer some questions, you will click on a sentence in the passage.

To answer some questions, you will click on a square to add a sentence to the passage.

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for teacher training, institutes for inservice teacher education, and lyceums for adult education. He was also instrumental in improving salaries for teachers and creating school libraries.

Mann's ideas about school reform were developed and distributed in the twelve annual reports to the state of Massachusetts that he wrote during his tenure as secretary of education. Considered quite radical at the time, the Massachusetts reforms later served as a model for the nation's educational system. Mann was formally recognized as the father of public education.

During his lifetime, Horace Mann worked tirelessly to extend educational opportunities to agrarian families and the children of poor laborers. In one of his last speeches he summed up his philosophy of education and life: "Be ashamed to die until you have won some victory for humanity." Surely, his own life was an example of that philosophy.

- Which of the following titles would best express the main topic of the passage?
 - The Father of American Public Education
 - Philosophy of Education
 - The Massachusetts State Board of Education
 - Politics of Educational Institutions
- Why does the author mention Horace Mann's early life?
 - As an example of the importance of an early education for success
 - To make the biography more complete
 - Because it served as the inspiration for his later work in education
 - In tribute to the teachers who helped him succeed
- The word **struggles** in paragraph 1 could best be replaced by
 - valuable experiences
 - happy situations
 - influential people
 - difficult times

Beginning

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early **struggles**.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age

4. The word **there** refers to

- (A) the Massachusetts legislature
- (B) the state board of education
- (C) Mann's legal practice
- (D) his political career

Beginning

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. **There** he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was extended to age

More available

law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and mandatory schooling was **extended** to age sixteen. Other important reforms that came into existence under Mann's guidance included the establishment of state normal schools for teacher training, institutes for inservice teacher education, and lyceums for adult education. He was also instrumental in improving salaries for teachers and creating school libraries.

Mann's ideas about school reform were developed and distributed in the twelve annual

5. The word **mandatory** in paragraph 2 is closest in meaning to

- (A) required
- (B) equal
- (C) excellent
- (D) basic

Beginning

Perhaps it was his own lack of adequate schooling that inspired Horace Mann to work so hard to accomplish the important reforms in education that he advocated. While he was still a boy, his father and older brother died, and he became responsible for supporting his family. Like most of the children in his town, he attended school only two or three months a year. Later, with the help of several teachers, he was able to study law and become a member of the Massachusetts bar, but he never forgot those early struggles.

While serving in the Massachusetts legislature, he signed an historic education bill that set up a state board of education. Without regret, he gave up his successful legal practice and political career to become the first secretary of the board. There he exercised an enormous influence during the critical period of reconstruction that brought into existence the American graded elementary school as a substitute for the older district school system. Under his leadership, the curriculum was restructured, the school year was increased to a minimum of six months, and **mandatory** schooling was extended to age

6. Look at the word **extended** in the passage. Click on another word or phrase in the **bold** text that is closest in meaning to **extended**.

7. Click on the paragraph that explains how the educational reforms were distributed.

Scroll the passage to see all of the paragraphs.

8. With which of the following statements would the author most probably agree?
- (A) Horace Mann's influence on American education was very great.
 - (B) A small but important influence on American education was exerted by Horace Mann.
 - (C) Few educators fully understood Horace Mann's influence on American education.
 - (D) The influence on American education by Horace Mann was not accepted or appreciated.
9. Horace Mann advocated all of the following EXCEPT
- (A) a state board of education
 - (B) a district school system
 - (C) classes for adults
 - (D) graded elementary schools
10. The reforms that Horace Mann achieved
- (A) were not very radical for the time
 - (B) were used only by the state of Massachusetts
 - (C) were later adopted by the nation as a model
 - (D) were enforced by the Massachusetts bar
11. With which of the following statements would Horace Mann most probably agree?
- (A) Think in new ways.
 - (B) Help others.
 - (C) Study as much as possible.
 - (D) Work hard.

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes of construction that reflect unity, balance, proportion, rhythm, and scale. Like a sculptor, the organic architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.

From the outside, an organic structure is so much a part of nature that it is often obscured by it. In other words, it may not be easy, or maybe not even possible, for the human eye to separate the artificial structure from the natural terrain. Natural light, air, and view permeate the whole structure, providing a sense of communication with the outdoors. From the inside, living spaces open into one another. The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together. Moreover, the interiors are sparse. Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture.

12. According to the passage, what is another name for organic architecture?

- (A) Natural architecture
- (B) Aesthetic architecture
- (C) Principle architecture
- (D) Varied architecture

13. Look at the word **it** in the passage. Click on the word or phrase in the **bold** text that **it** refers to.

Beginning

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes

14. The word **ultimately** in paragraph 1 could best be replaced by

- (A) fortunately
- (B) eventually
- (C) supposedly
- (D) obviously

Beginning

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are upheld, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes

15. The word **upheld** in paragraph 1 is closest in meaning to

- (A) invalidated
- (B) disputed
- (C) promoted
- (D) perceived

Beginning

Organic architecture—that is, natural architecture—may vary in concept and form, but it is always faithful to natural principles. The architect dedicated to the promulgation of organic architecture rejects outright all rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site, the materials, the purpose of the structure, and the people who will ultimately use it. If these natural principles are **upheld**, then a bank cannot be built to look like a Greek temple. Form does not follow function; rather, form and function are inseparably two aspects of the same phenomenon. In other words, a building should be inspired by nature's forms and constructed with materials that retain and respect the natural characteristics of the setting to create harmony between the structure and its natural environment. It should maximize people's contact with and utilization of the outdoors. Furthermore, the rule of functionalism is upheld; that is, the principle of excluding everything that serves no practical purpose.

Natural principles, then, are principles of design, not style, expressed by means and modes

16. The following examples are all representative of natural architecture EXCEPT

- (A) a bank that is built to look like a Greek temple
- (B) a bank built so that the location is important to the structure
- (C) a bank that is built to conform to the colors of the natural surroundings
- (D) a bank that is built to be functional rather than beautiful

17. Why does the author compare an organic architect to a sculptor?

- (A) To emphasize aesthetics
- (B) To give an example of natural principles
- (C) To make a point about the development of geometry
- (D) To demonstrate the importance of style

18. The word **obscured** in paragraph 3 is closest in meaning to

- (A) difficult to see
- (B) in high demand
- (C) not very attractive
- (D) mutually beneficial

End

structure in total harmony with the setting. For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.

From the outside, an organic structure is so much a part of nature that it is often **obscured** by it. In other words, it may not be easy, or maybe not even possible, for the human eye to separate the artificial structure from the natural terrain. Natural light, air, and view permeate the whole structure, providing a sense of communication with the outdoors. From the inside, living spaces open into one another. The number of walls for separate rooms is reduced to a minimum, allowing the functional spaces to flow together. Moreover, the interiors are sparse. Organic architecture incorporates built-in architectural features such as benches and storage areas to take the place of furniture.

19. Look at the word **contours** in the passage. Click on another word or phrase in the **bold** text that is closest in meaning to **contours**.

End

architect views the site and materials as an innate form that develops organically from within. Truth in architecture results in a natural, spontaneous structure in total harmony with the setting. **For the most part, these structures find their geometric shapes in the contours of the land and their colors in the surrounding palette of nature.**

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20. Click on the sentence in paragraph 3 that describes the furnishings appropriate for natural architecture.

Paragraph 3 is marked with an arrow (→).

End

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21. With which of the following statements would the author most probably agree?
- (A) Form follows function.
 - (B) Function follows form.
 - (C) Function is not important to form.
 - (D) Form and function are one.
22. Which of the following statements best describes the architect's view of nature?
- (A) Nature should be conquered.
 - (B) Nature should not be considered.
 - (C) Nature should be respected.
 - (D) Nature should be improved.

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

The earliest authentic works on European alchemy are those of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for gold, *moon* for silver, and the five known planets for base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan's terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners—the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of alchemy, but, of course, it was the literary alchemist who was more likely to produce a written record; therefore, much of what is known about the science of alchemy is derived from philosophers rather than from the alchemists who labored in laboratories.

Despite centuries of experimentation, laboratory alchemists failed to produce gold from other materials. However, they gained wide knowledge of chemical substances, discovered chemical properties, and invented many of the tools and techniques that are used by chemists today. Many laboratory alchemists earnestly devoted themselves to the scientific discovery of new compounds and reactions and, therefore, must be considered the legitimate forefathers of modern chemistry. They continued to call themselves alchemists, but they were becoming true chemists.

23. Which of the following is the main point of the passage?

- (A) There were both laboratory and literary alchemists.
- (B) Base metals can be transmuted to gold by blending them with a substance more perfect than gold.
- (C) Roger Bacon and St. Albertus Magnus wrote about alchemy.
- (D) Alchemy was the predecessor of modern chemistry.

24. The word **authentic** in paragraph 2 could best be replaced by

- (A) valuable
- (B) genuine
- (C) complete
- (D) comprehensible

Beginning

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

The earliest **authentic** works on European alchemy are those of the English monk Roger Bacon and the German philosopher St. Albertus Magnus. In their treatises they maintained that gold was the perfect metal and that inferior metals such as lead and mercury were removed by various degrees of imperfection from gold. They further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for

25. Look at the word **those** in the passage.
Click on the word or phrase in the **bold** text that **those** refers to.

Beginning

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26. According to the alchemists, what is the difference between base metals and gold?
- (A) Perfection
 - (B) Chemical content
 - (C) Temperature
 - (D) Weight

27. Look at the word **asserted** in the passage.
Click on the word or phrase in the **bold** text that is closest in meaning to **asserted**.

Beginning

Although its purpose and techniques were often magical, alchemy was, in many ways, the predecessor of the modern science of chemistry. The fundamental premise of alchemy derived from the best philosophical dogma and scientific practice of the time, and the majority of educated persons between 1400 and 1600 believed that alchemy had great merit.

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Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for

28. According to the passage, what is the "philosopher's stone"?
- (A) Lead that was mixed with gold
 - (B) An element that was never found
 - (C) Another name for alchemy
 - (D) A base metal

29. The word **cryptic** in paragraph 3 could be replaced by which of the following?

- (A) scholarly
- (B) secret
- (C) foreign
- (D) precise

More Available

further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for gold, *moon* for silver, and the five known planets for base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan's terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners—the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of alchemy, but, of course, it was the literary alchemist who was more likely to produce a written record; therefore, much of what is known about the science

30. Why did the early alchemists use the terms *sun* and *moon*?

- (A) To keep the work secret
- (B) To make the work more literary
- (C) To attract philosophers
- (D) To produce a written record

31. Who were the first alchemists?

- (A) Chemists
- (B) Writers
- (C) Artisans
- (D) Linguists

32. In paragraph 3, the author suggests that we know about the history of alchemy because

- (A) the laboratory alchemists kept secret notes
- (B) the literary alchemists recorded it in writing
- (C) the mystical philosophers were not able to hide the secrets of alchemy
- (D) the historians were able to interpret the secret writings of the alchemists

Paragraph 3 is marked with an arrow (→).

More Available

further asserted that these base metals could be transmuted to gold by blending them with a substance more perfect than gold. This elusive substance was referred to as the "philosopher's stone." The process was called transmutation.

→ Most of the early alchemists were artisans who were accustomed to keeping trade secrets and often resorted to cryptic terminology to record the progress of their work. The term *sun* was used for gold, *moon* for silver, and the five known planets for base metals. This convention of substituting symbolic language attracted some mystical philosophers who compared the search for the perfect metal with the struggle of humankind for the perfection of the soul. The philosophers began to use the artisan's terms in the mystical literature that they produced. Thus, by the fourteenth century, alchemy had developed two distinct groups of practitioners—the laboratory alchemist and the literary alchemist. Both groups of alchemists continued to work throughout the history of alchemy, but, of course, it was the literary alchemist who was more likely to produce a written record; therefore, much of what is known about the science

33. With which of the following statements would the author most probably agree?

- (A) Alchemy must be considered a complete failure.
- (B) Some very important scientific discoveries were made by alchemists.
- (C) Most educated people dismissed alchemy during the time that it was practiced.
- (D) The literary alchemists were more important than the laboratory alchemists.

Human memory, formerly believed to be rather inefficient, is really much more sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

The memory trace is the term for whatever forms the internal representation of the specific information about the event stored in the memory. Assumed to have been made by structural changes in the brain, the memory trace is not subject to direct observation but is rather a theoretical construct that is used to speculate about how information presented at a particular time can cause performance at a later time. Most theories include the strength of the memory trace as a variable in the degree of learning, retention, and retrieval possible for a memory. One theory is that the fantastic capacity for storage in the brain is the result of an almost unlimited combination of interconnections between brain cells, stimulated by patterns of activity. Repeated references to the same information support recall. Or, to say that another way, improved performance is the result of strengthening the chemical bonds in the memory.

Psychologists generally divide memory into at least two types, short-term and long-term memory, which combine to form working memory. Short-term memory contains what we are actively focusing on at any particular time, but items are not retained longer than twenty or thirty seconds without verbal rehearsal. We use short-term memory when we look up a telephone number and repeat it to ourselves until we can place the call. On the other hand, long-term memory can store facts, concepts, and experiences after we stop thinking about them. All conscious processing of information, as in problem solving for example, involves both short-term and long-term memory. As we repeat, rehearse, and recycle information, the memory trace is strengthened, allowing that information to move from short-term memory to long-term memory.

34. Which of the following is the main topic of the passage?

- (A) Wilder Penfield
- (B) Neurosurgery
- (C) Human memory
- (D) Chemical reactions

35. The word **formerly** in paragraph 1 could best be replaced by

- (A) in the past
- (B) from time to time
- (C) in general
- (D) by chance

Beginning

Human memory, **formerly** believed to be rather inefficient, is really much more sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives. Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

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36. Compared with a computer, human memory is

- (A) more complex
- (B) more limited
- (C) less dependable
- (D) less durable

37. Look at the word **sophisticated** in the passage. Click on the word in the **bold** text that is closest in meaning to **sophisticated**.

Beginning

Human memory, formerly believed to be rather inefficient, is really much more **sophisticated** than that of a computer. **Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives.** Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

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38. Look at the word **that** in the passage. Click on the word or phrase in the **bold** text that **that** refers to.

Beginning

Human memory, formerly believed to be rather inefficient, is really much more **sophisticated than that of a computer. Researchers approaching the problem from a variety of points of view have all concluded that there is a great deal more stored in our minds than has been generally supposed. Dr. Wilder Penfield, a Canadian neurosurgeon, proved that by stimulating their brains electrically, he could elicit the total recall of complex events in his subjects' lives.** Even dreams and other minor events supposedly forgotten for many years suddenly emerged in detail.

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39. How did Penfield stimulate dreams and other minor events from the past?
- (A) By surgery
 - (B) By electrical stimulation
 - (C) By repetition
 - (D) By chemical stimulation
40. According to the passage, the capacity for storage in the brain
- (A) can be understood by examining the physiology of the brain
 - (B) is stimulated by patterns of activity
 - (C) has a limited combination of relationships
 - (D) is not influenced by repetition
41. The word **bonds** in paragraph 2 means
- (A) promises
 - (B) agreements
 - (C) connections
 - (D) responsibilities

More Available

forms the internal representation of the specific information about the event stored in the memory. Assumed to have been made by structural changes in the brain, the memory trace is not subject to direct observation but is rather a theoretical construct that is used to speculate about how information presented at a particular time can cause performance at a later time. Most theories include the strength of the memory trace as a variable in the degree of learning, retention, and retrieval possible for a memory. One theory is that the fantastic capacity for storage in the brain is the result of an almost unlimited combination of interconnections between brain cells, stimulated by patterns of activity. Repeated references to the same information support recall. Or, to say that another way, improved performance is the result of strengthening the chemical **bonds** in the memory.

Psychologists generally divide memory into at least two types, short-term and long-term memory, which combine to form working memory. Short-term memory contains what we are actively focusing on at any particular time, but items are not retained longer than twenty or thirty seconds

42. Click on the sentence in paragraph 3 that defines working memory.

Paragraph 3 is marked with an arrow (→).

End

interconnections between brain cells, stimulated by patterns of activity. Repeated references to the same information support recall. Or, to say that another way, improved performance is the result of strengthening the chemical bonds in the memory. → Psychologists generally divide memory into at least two types, short-term and long-term memory, which combine to form working memory. Short-term memory contains what we are actively focusing on at any particular time, but items are not retained longer than twenty or thirty seconds without verbal rehearsal. We use short-term memory when we look up a telephone number and repeat it to ourselves until we can place the call. On the other hand, long-term memory can store facts, concepts, and experiences after we stop thinking about them. All conscious processing of information, as in problem solving for example, involves both short-term and long-term memory. As we repeat, rehearse, and recycle information, the memory trace is strengthened, allowing that information to move from short-term memory to long-term memory.

43. Why does the author mention looking up a telephone number?
- (A) It is an example of short-term memory.
 - (B) It is an example of a weak memory trace.
 - (C) It is an example of an experiment.
 - (D) It is an example of how we move short-term memory to long-term memory.

44. All of the following are true of a memory trace EXCEPT that

- (A) it is probably made by structural changes in the brain
- (B) it is able to be observed directly by investigators
- (C) it is a theoretical construct that we use to form hypotheses
- (D) it is related to the degree of recall supported by repetition

45. With which of the following statements would the author most likely agree?

- (A) The mind has a much greater capacity for memory than was previously believed.
- (B) The physical basis for memory is clear.
- (C) Different points of view are valuable.
- (D) Human memory is inefficient.

To check your answers for Model Test 5, refer to the Answer Key on page 547–548. For an explanation of the answers, refer to the Explanatory Answers for Model Test 5 on pages 585–592.

Writing Section Model Test 5

When you take a Model Test, you should use one sheet of paper, both sides. Time each Model Test carefully. After you have read the topic, you should spend 30 minutes writing. For results that would be closest to the actual testing situation, it is recommended that an English teacher score your test, using the guidelines on page 325 of this book.

Some people believe that it is very important to make large amounts of money, while others are satisfied to earn a comfortable living. Analyze each viewpoint and take a stand.

Notes