

READING

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

There are three passages in the section. Give yourself 20 minutes to read each passage and answer the questions about it. The entire section will take 60 minutes to complete.

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

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

PETROLEUM RESOURCES

Petroleum, consisting of crude oil and natural gas, seems to originate from organic matter in marine sediment. Microscopic organisms settle to the seafloor and accumulate in marine mud. The organic matter may partially decompose, using up the dissolved oxygen in the sediment. As soon as the oxygen is gone, decay stops and the remaining organic matter is preserved.

Continued sedimentation—the process of deposits' settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment.

Oil pools are valuable underground accumulations of oil, and oil fields are regions underlain by one or more oil pools. When an oil pool or field has been discovered, wells are drilled into the ground. Permanent towers, called derricks, used to be built to handle the long sections of drilling pipe. Now portable drilling machines are set up and are then dismantled and removed. When the well reaches a pool, oil usually rises up the well because of its density difference with water beneath it or because of the pressure of expanding gas trapped above it. Although this rise of oil is almost always carefully controlled today, spouts of oil, or gushers, were common in the past. Gas pressure gradually dies out, and oil is pumped from the well. Water or steam may be pumped down adjacent wells to help push the oil out. At a refinery, the crude oil from underground is separated into natural gas, gasoline, kerosene, and various oils. Petrochemicals such as dyes, fertilizer, and plastic are also manufactured from the petroleum.

As oil becomes increasingly difficult to find, the search for it is extended into more-hostile environments. The development of the oil field on the North Slope of Alaska and the construction of the Alaska pipeline are examples of the great expense and difficulty involved in new oil discoveries. Offshore drilling platforms extend the search for oil to the ocean's continental shelves—those gently sloping submarine regions at the edges of the continents. More than one-quarter of the world's oil and almost one-fifth of the world's natural gas come from offshore, even though offshore drilling is six to seven times more expensive than drilling on land. A significant part of this oil and gas comes from under the North Sea between Great Britain and Norway.

Of course, there is far more oil underground than can be recovered. It may be in a pool too small or too far from a potential market to justify the expense of drilling. Some oil lies under regions where drilling is forbidden, such as national parks or other public lands. Even given the best extraction techniques, only about 30 to 40 percent of the oil in a given pool can be brought to the surface. The rest is far too difficult to extract and has to remain underground.

Moreover, getting petroleum out of the ground and from under the sea and to the consumer can create environmental problems anywhere along the line. Pipelines carrying oil can be broken by faults or landslides, causing serious oil spills. Spillage from huge oil-carrying cargo ships, called tankers, involved in collisions or accidental groundings can create oil slicks at sea. Offshore platforms may also lose oil, creating oil slicks that drift ashore and foul the beaches, harming the environment. Sometimes, the ground at an oil field may subside as oil is removed. The Wilmington field near Long Beach, California, has subsided nine meters in 50 years; protective barriers have had to be built to prevent seawater from flooding the area. Finally, the refining and burning of petroleum and its products can cause air pollution. Advancing technology and strict laws, however, are helping control some of these adverse environmental effects.

Directions: Now answer the questions.

Petroleum, consisting of crude oil and natural gas, seems to originate from organic matter in marine sediment. Microscopic organisms settle to the seafloor and **accumulate** in marine mud. The organic matter may partially decompose, using up the dissolved oxygen in the sediment. As soon as the oxygen is gone, decay stops and the remaining organic matter is preserved.

Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which **convert the organic matter to oil and gas**. As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment.

P
A
R
A
G
R
A
P
H
S

1
&
2

29. The word “**accumulate**” in the passage is closest in meaning to

- (A) grow up
- (B) build up
- (C) spread out
- (D) break apart

30. According to paragraph 1, which of the following is true about petroleum formation?

- (A) Microscopic organisms that live in mud produce crude oil and natural gas.
- (B) Large amounts of oxygen are needed for petroleum formation to begin.
- (C) Petroleum is produced when organic material in sediments combines with decaying marine organisms.
- (D) Petroleum formation appears to begin in marine sediments where organic matter is present.

31. In paragraphs 1 and 2, the author's primary purpose is to
- Ⓐ describe how petroleum is formed
 - Ⓑ explain why petroleum formation is a slow process
 - Ⓒ provide evidence that a marine environment is necessary for petroleum formation
 - Ⓓ show that oil commonly occurs in association with gas
32. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.
- Ⓐ Higher temperatures and pressures promote sedimentation, which is responsible for petroleum formation.
 - Ⓑ Deposits of sediments on top of organic matter increase the temperature of and pressure on the matter.
 - Ⓒ Increased pressure and heat from the weight of the sediment turn the organic remains into petroleum.
 - Ⓓ The remains of microscopic organisms transform into petroleum once they are buried under mud.

Oil pools are valuable underground accumulations of oil, and oil fields are regions underlain by one or more oil pools. When an oil pool or field has been discovered, wells are drilled into the ground. Permanent towers, called derricks, used to be built to handle the long sections of drilling pipe. Now portable drilling machines are set up and are then dismantled and removed. When the well reaches a pool, oil usually rises up the well because of its density difference with water beneath it or because of the pressure of expanding gas trapped above it. Although this rise of oil is almost always carefully controlled today, spouts of oil, or gushers, were common in the past. Gas pressure gradually dies out, and oil is pumped from the well. Water or steam may be pumped down adjacent wells to help push the oil out. At a refinery, the crude oil from underground is separated into natural gas, gasoline, kerosene, and various oils. Petrochemicals such as dyes, fertilizer, and plastic are also manufactured from the petroleum.

33. The word "adjacent" in the passage is closest in meaning to
- Ⓐ nearby
 - Ⓑ existing
 - Ⓒ special
 - Ⓓ deep
34. Which of the following can be inferred from paragraph 3 about gushers?
- Ⓐ They make bringing the oil to the surface easier.
 - Ⓑ They signal the presence of huge oil reserves.
 - Ⓒ They waste more oil than they collect.
 - Ⓓ They are unlikely to occur nowadays.

As oil becomes increasingly difficult to find, the search for it is extended into more-hostile environments. The development of the oil field on the North Slope of Alaska and the construction of the Alaska pipeline are examples of the great expense and difficulty involved in new oil discoveries. Offshore drilling platforms extend the search for oil to the ocean's continental shelves—those gently sloping submarine regions at the edges of the continents. More than one-quarter of the world's oil and almost one-fifth of the world's natural gas come from offshore, even though offshore drilling is six to seven times more expensive than drilling on land. A significant part of this oil and gas comes from under the North Sea between Great Britain and Norway.

35. Which of the following strategies for oil exploration is described in paragraph 4?
- (A) Drilling under the ocean's surface
 - (B) Limiting drilling to accessible locations
 - (C) Using highly sophisticated drilling equipment
 - (D) Constructing technologically advanced drilling platforms
36. What does the development of the Alaskan oil field mentioned in paragraph 4 demonstrate?
- (A) More oil is extracted from the sea than from land.
 - (B) Drilling for oil requires major financial investments.
 - (C) The global demand for oil has increased over the years.
 - (D) The North Slope of Alaska has substantial amounts of oil.
37. The word "sloping" in the passage is closest in meaning to
- (A) shifting
 - (B) inclining
 - (C) forming
 - (D) rolling

Of course, there is far more oil underground than can be recovered. It may be in a pool too small or too far from a potential market to justify the expense of drilling. Some oil lies under regions where drilling is forbidden, such as national parks or other public lands. Even given the best extraction techniques, only about 30 to 40 percent of the oil in a given pool can be brought to the surface. The rest is far too difficult to extract and has to remain underground.

38. According to paragraph 5, the decision to drill for oil depends on all of the following factors EXCEPT
- (A) permission to access the area where oil has been found
 - (B) the availability of sufficient quantities of oil in a pool
 - (C) the location of the market in relation to the drilling site
 - (D) the political situation in the region where drilling would occur

Moreover, getting petroleum out of the ground and from under the sea and to the consumer can create environmental problems anywhere along the line. Pipelines carrying oil can be broken by faults or landslides, causing serious oil spills. Spillage from huge oil-carrying cargo ships, called tankers, involved in collisions or accidental groundings can create oil slicks at sea. Offshore platforms may also lose oil, creating oil slicks that drift ashore and foul the beaches, harming the environment. Sometimes, the ground at an oil field may subside as oil is removed. The Wilmington field near Long Beach, California, has subsided nine meters in 50 years; protective barriers have had to be built to prevent seawater from flooding the area. Finally, the refining and burning of petroleum and its products can cause air pollution. Advancing technology and strict laws, however, are helping control some of these adverse environmental effects.

39. The word “foul” in the passage is closest in meaning to
- (A) reach
 - (B) flood
 - (C) pollute
 - (D) alter
40. In paragraph 6, the author’s primary purpose is to
- (A) provide examples of how oil exploration can endanger the environment
 - (B) describe accidents that have occurred when oil activities were in progress
 - (C) give an analysis of the effects of oil spills on the environment
 - (D) explain how technology and legislation help reduce oil spills

Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. ■ As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. ■ Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. ■ Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. ■

41. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

Unless something acts to halt this migration, these natural resources will eventually reach the surface.

Where would the sentence best fit?

- (A) Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. **Unless something acts to halt this migration, these natural resources will eventually reach the surface.** As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. ■ Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. ■ Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. ■
- (B) Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. ■ As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. **Unless something acts to halt this migration, these natural resources will eventually reach the surface.** Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. ■ Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. ■
- (C) Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. ■ As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. ■ Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. **Unless something acts to halt this migration, these natural resources will eventually reach the surface.** Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. ■
- (D) Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. ■ As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. ■ Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. ■ Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. **Unless something acts to halt this migration, these natural resources will eventually reach the surface.**

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

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

“Petroleum” is a broad term that includes both crude oil and natural gas.

-
-
-

Answer Choices


- A Petroleum formation is the result of biological as well as chemical activity.
- B Petroleum tends to rise to the surface, since it is lower in density than water.
- C The difficulty of finding adequate sources of oil on land has resulted in a greater number of offshore drilling sites.
- D Current methods of petroleum extraction enable oil producers to recover about half of the world’s petroleum reserves.
- E Petroleum extraction can have a negative impact on the environment.
- F Accidents involving oil tankers occur when tankers run into shore reefs or collide with other vessels.

LISTENING

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


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

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

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

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

It will take about 60 minutes to listen to the conversations and lectures and answer the questions about them.


Directions: Listen to Track 8. 


Geology



moving rocks

Directions: Now answer the questions.

23. What does the professor mainly discuss?
- Ⓐ His plans for research involving moving rocks
 - Ⓑ A difference between two geological forces that cause rocks to move
 - Ⓒ Theories about why desert rocks move
 - Ⓓ Reasons why geologists should study moving rocks
24. According to the professor, what have the researchers agreed on?
- Ⓐ The rocks cannot move after ice storms.
 - Ⓑ The rocks do not move at night.
 - Ⓒ The rocks never move in circles.
 - Ⓓ The rocks are not moved by people.
25. The professor mentions an experiment done five to ten years ago on the wind speed necessary to move rocks. What opinion does the professor express about the experiment?
- Ⓐ The researchers reached the correct conclusion despite some miscalculations.
 - Ⓑ The researchers should have chosen a different location for their experiment.
 - Ⓒ The experiment should have been conducted on wetter ground.
 - Ⓓ The experiment was not continued long enough to achieve clear results.
26. What important point does the professor make about the area where the rocks are found?
- Ⓐ It has been the site of Earth's highest wind speeds.
 - Ⓑ It is subject to laws that restrict experimentation.
 - Ⓒ It is accessible to heavy machinery.
 - Ⓓ It is not subject to significant changes in temperature.
27. What is the professor's purpose in telling the students about moving rocks?
- Ⓐ To teach a lesson about the structure of solid matter
 - Ⓑ To share a recent advance in geology
 - Ⓒ To give an example of how ice can move rocks
 - Ⓓ To show how geologists need to combine information from several fields
28. Listen to Track 9. 
- Ⓐ The movement pattern of the rocks was misreported by researchers.
 - Ⓑ The rocks are probably being moved by people.
 - Ⓒ The movement pattern of the rocks does not support the wind theory.
 - Ⓓ There must be differences in the rocks' composition.

Directions: Listen to Track 10. 

United States Government



Directions: Now answer the questions.

29. What is the discussion mainly about?

- (A) Reasons the United States government should not support the arts
- (B) The history of government support for the arts in the United States
- (C) Strengths and weaknesses of different government-sponsored arts programs
- (D) Different ways in which governments can help support artists

30. According to the discussion, in what two ways was the Federal Art Project successful? *Choose 2 answers.*

- (A) It established standards for art schools.
- (B) It provided jobs for many artists.
- (C) It produced many excellent artists.
- (D) It gave many people greater access to the arts.

31. The class discusses some important events related to government support for the arts in the United States. Put the events in order from earliest to latest.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence. The first one is done for you.


1. The government provided no official support for the arts.
2.
3.
4.
5.

Answer Choices

- (A) Arts councils were established in all 50 states of the country.
- (B) The federal budget supporting the arts was reduced by half.
- (C) The Federal Art Project helped reduce unemployment.
- (D) The National Endowment for the Arts was established.

32. Why does the professor mention the Kennedy Center and Lincoln Center?

- (A) To give examples of institutions that benefit from corporate support
- (B) To illustrate why some artists oppose the building of cultural centers
- (C) To show how two centers were named after presidents who supported the arts
- (D) To name two art centers built by the government during the Depression


33. What does the professor say about artists' opinions of government support for the arts?
- Ⓐ Most artists believe that the government should provide more funding for the arts.
 - Ⓑ Most artists approve of the ways in which the government supports the arts.
 - Ⓒ Even artists do not agree on whether the government should support the arts.
 - Ⓓ Even artists have a low opinion of government support for the arts.
34. Listen to Track 11. 
- Ⓐ Other students should comment on the man's remark.
 - Ⓑ Most people would agree with the man's opinion.
 - Ⓒ Artwork funded by the government is usually of excellent quality.
 - Ⓓ The government project was not a waste of money.

SPEAKING

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

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

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

Listen to Track 18. 




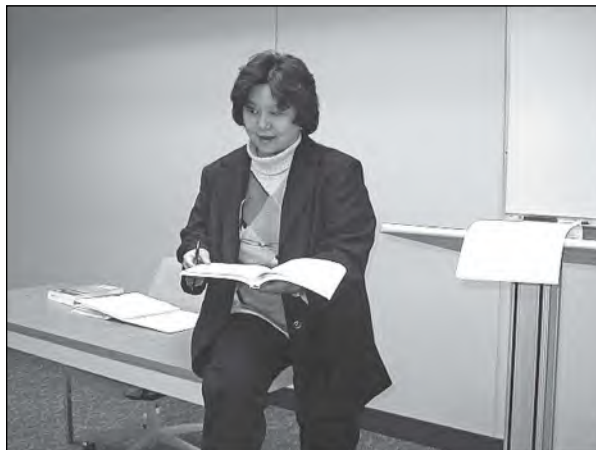
Briefly summarize the problem the speakers are discussing. Then state which of the two solutions from the conversation you would recommend. Explain the reasons for your recommendation.

Preparation Time: 20 seconds

Response Time: 60 seconds

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

Listen to Track 19. 



Using points and examples from the lecture, explain the importance of visual elements in painting.

Preparation Time: 20 seconds

Response Time: 60 seconds