

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.

THE ORIGIN OF THE PACIFIC ISLAND PEOPLE

The greater Pacific region, traditionally called Oceania, consists of three cultural areas: Melanesia, Micronesia, and Polynesia. Melanesia, in the southwest Pacific, contains the large islands of New Guinea, the Solomons, Vanuatu, and New Caledonia. Micronesia, the area north of Melanesia, consists primarily of small scattered islands. Polynesia is the central Pacific area in the great triangle defined by Hawaii, Easter Island, and New Zealand. Before the arrival of Europeans, the islands in the two largest cultural areas, Polynesia and Micronesia, together contained a population estimated at 700,000.

Speculation on the origin of these Pacific islanders began as soon as outsiders encountered them; in the absence of solid linguistic, archaeological, and biological data, many fanciful and mutually exclusive theories were devised. Pacific islanders were variously thought to have come from North America, South America, Egypt, Israel, and India, as well as Southeast Asia. Many older theories implicitly deprecated the navigational abilities and overall cultural creativity of the Pacific islanders. For example, British anthropologists G. Elliot Smith and W. J. Perry assumed that only Egyptians would have been skilled enough to navigate and colonize the Pacific. They inferred that the Egyptians even crossed the Pacific to found the great civilizations of the New World (North and South America). In 1947 Norwegian adventurer Thor Heyerdahl drifted on a balsa-log raft westward with the winds and currents across the Pacific from South America to prove his theory that Pacific islanders were Native Americans (also called American Indians). Later Heyerdahl suggested that the Pacific was peopled by three migrations: by Native Americans from the Pacific Northwest of North America drifting to Hawaii, by Peruvians drifting to Easter Island, and by Melanesians. In 1969 he crossed the Atlantic in an Egyptian-style reed boat to prove Egyptian influences in the Americas. Contrary to these theorists, the overwhelming evidence of physical anthropology, linguistics, and archaeology shows that the Pacific islanders came from Southeast Asia and were skilled enough as navigators to sail against the prevailing winds and currents.

The basic cultural requirements for the successful colonization of the Pacific islands include the appropriate boat-building, sailing, and navigation skills to get to the islands in the first place; domesticated plants and gardening skills suited to often marginal conditions; and a varied inventory of fishing implements and techniques. It is now generally believed that these prerequisites originated with peoples speaking Austronesian languages (a group of several hundred related languages) and began to emerge in Southeast Asia by about 5000 B.C.E. The culture of that time, based on archaeology and linguistic reconstruction, is assumed to have had a broad inventory of cultivated plants including taro, yams, banana, sugarcane, breadfruit, coconut, sago, and rice. Just as important, the culture also possessed the basic foundation for an effective maritime adaptation, including outrigger canoes and a variety of fishing techniques that could be effective for overseas voyaging.

Contrary to the arguments of some that much of the Pacific was settled by Polynesians accidentally marooned after being lost and adrift, it seems reasonable that this feat was accomplished by deliberate colonization expeditions that set out fully stocked with food and domesticated plants and animals. Detailed studies of the winds and currents using computer simulations suggest that drifting canoes would have been a most unlikely means of colonizing the Pacific. These expeditions were likely driven by population growth and political dynamics on the home islands, as well as the challenge and excitement of exploring unknown waters. Because all Polynesians, Micronesians, and many Melanesians speak Austronesian languages and grow crops derived from Southeast Asia, all these peoples most certainly derived from that region and not the New World or elsewhere. The undisputed pre-Columbian presence in Oceania of the sweet potato, which is a New World domesticate, has sometimes been used to support Heyerdahl's "American Indians in the Pacific" theories. However, this is one plant out of a long list of Southeast Asian domesticates. As Patrick Kirch, an American anthropologist, points out, rather than being brought by rafting South Americans, sweet potatoes might just have easily been brought back by returning Polynesian navigators who could have reached the west coast of South America.

Directions: Now answer the questions.

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The greater Pacific region, traditionally called Oceania, consists of three cultural areas: Melanesia, Micronesia, and Polynesia. Melanesia, in the southwest Pacific, contains the large islands of New Guinea, the Solomons, Vanuatu, and New Caledonia. Micronesia, the area north of Melanesia, consists primarily of small scattered islands. Polynesia is the central Pacific area in the great triangle defined by Hawaii, Easter Island, and New Zealand. Before the arrival of Europeans, the islands in the two largest cultural areas, Polynesia and Micronesia, together contained a population estimated at 700,000.

15. According to paragraph 1, all of the following are true statements about Melanesia, Micronesia, and Polynesia EXCEPT:
- (A) Collectively, these regions are traditionally known as Oceania.
 - (B) The islands of Micronesia are small and spread out.
 - (C) Hawaii, Easter Island, and New Zealand mark the boundaries of Polynesia.
 - (D) Melanesia is situated to the north of Micronesia.

Speculation on the origin of these Pacific islanders began as soon as outsiders encountered them; in the absence of solid linguistic, archaeological, and biological data, many fanciful and mutually exclusive theories were devised. Pacific islanders were variously thought to have come from North America, South America, Egypt, Israel, and India, as well as Southeast Asia. Many older theories implicitly deprecated the navigational abilities and overall cultural creativity of the Pacific islanders. For example, British anthropologists G. Elliot Smith and W. J. Perry assumed that only Egyptians would have been skilled enough to navigate and colonize the Pacific. They inferred that the Egyptians even crossed the Pacific to found the great civilizations of the New World (North and South America). In 1947 Norwegian adventurer Thor Heyerdahl drifted on a balsa-log raft westward with the winds and currents across the Pacific from South America to prove his theory that Pacific islanders were Native Americans (also called American Indians). Later Heyerdahl suggested that the Pacific was peopled by three migrations: by Native Americans from the Pacific Northwest of North America drifting to Hawaii, by Peruvians drifting to Easter Island, and by Melanesians. In 1969 he crossed the Atlantic in an Egyptian-style reed boat to prove Egyptian influences in the Americas. Contrary to these theorists, the overwhelming evidence of physical anthropology, linguistics, and archaeology shows that the Pacific islanders came from Southeast Asia and were skilled enough as navigators to sail against the prevailing winds and currents.

16. By stating that the theories are “mutually exclusive” the author means that
- (A) if one of the theories is true, then all the others must be false
 - (B) the differences between the theories are unimportant
 - (C) taken together, the theories cover all possibilities
 - (D) the theories support each other
17. The word “overwhelming” in the passage is closest in meaning to
- (A) powerful
 - (B) favorable
 - (C) current
 - (D) reasonable
18. According to paragraph 2, which of the following led some early researchers to believe that the Pacific islanders originally came from Egypt?
- (A) Egyptians were known to have founded other great civilizations.
 - (B) Sailors from other parts of the world were believed to lack the skills needed to travel across the ocean.
 - (C) Linguistic, archaeological, and biological data connected the islands to Egypt.
 - (D) Egyptian accounts claimed responsibility for colonizing the Pacific as well as the Americas.

19. Which of the following can be inferred from paragraph 2 about early theories of where the first inhabitants of the Pacific islands came from?
- (A) They were generally based on solid evidence.
 - (B) They tried to account for the origin of the characteristic features of the languages spoken by Pacific islanders.
 - (C) They assumed that the peoples living in Southeast Asia did not have the skills needed to sail to the Pacific islands.
 - (D) They questioned the ideas of G. Elliot Smith and W. J. Perry.

PARAGRAPH 3

The basic cultural requirements for the successful colonization of the Pacific islands include the appropriate boat-building, sailing, and navigation skills to get to the islands in the first place; domesticated plants and gardening skills suited to often marginal conditions; and a varied inventory of fishing implements and techniques. It is now generally believed that these prerequisites originated with peoples speaking Austronesian languages (a group of several hundred related languages) and began to emerge in Southeast Asia by about 5000 B.C.E. The culture of that time, based on archaeology and linguistic reconstruction, is assumed to have had a broad inventory of cultivated plants including taro, yams, banana, sugarcane, breadfruit, coconut, sago, and rice. Just as important, the culture also possessed the basic foundation for an effective maritime adaptation, including outrigger canoes and a variety of fishing techniques that could be effective for overseas voyaging.

20. The word “implements” in the passage is closest in meaning to
- (A) skills
 - (B) tools
 - (C) opportunities
 - (D) practices
21. All of the following are mentioned in paragraph 3 as required for successful colonization of the Pacific islands EXCEPT
- (A) knowledge of various Austronesian languages
 - (B) a variety of fishing techniques
 - (C) navigational skills
 - (D) knowledge of plant cultivation
22. In paragraph 3, why does the author provide information about the types of crops grown and boats used in Southeast Asia during the period around 5000 B.C.E.?
- (A) To evaluate the relative importance of agriculture and fishing to early Austronesian peoples
 - (B) To illustrate the effectiveness of archaeological and linguistic methods in discovering details about life in ancient times
 - (C) To contrast living conditions on the continent of Asia with living conditions on the Pacific islands
 - (D) To demonstrate that people from this region had the skills and resources necessary to travel to and survive on the Pacific islands

Contrary to the arguments of some that much of the Pacific was settled by Polynesians accidentally marooned after being lost and adrift, it seems reasonable that this feat was accomplished by deliberate colonization expeditions that set out fully stocked with food and domesticated plants and animals. Detailed studies of the winds and currents using computer simulations suggest that drifting canoes would have been a most unlikely means of colonizing the Pacific. These expeditions were likely driven by population growth and political dynamics on the home islands, as well as the challenge and excitement of exploring unknown waters. Because all Polynesians, Micronesians, and many Melanesians speak Austronesian languages and grow crops derived from Southeast Asia, all these peoples most certainly derived from that region and not the New World or elsewhere. The undisputed pre-Columbian presence in Oceania of the sweet potato, which is a New World domesticate, has sometimes been used to support Heyerdahl's "American Indians in the Pacific" theories. However, this is one plant out of a long list of Southeast Asian domesticates. As Patrick Kirch, an American anthropologist, points out, rather than being brought by rafting South Americans, sweet potatoes might just have easily been brought back by returning Polynesian navigators who could have reached the west coast of South America.

23. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 4? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Some people have argued that the Pacific was settled by traders who became lost while transporting domesticated plants and animals.
 - (B) The original Polynesian settlers were probably marooned on the islands, but they may have been joined later by carefully prepared colonization expeditions.
 - (C) Although it seems reasonable to believe that colonization expeditions would set out fully stocked, this is contradicted by much of the evidence.
 - (D) The settlement of the Pacific islands was probably intentional and well planned rather than accidental as some people have proposed.
24. The word "undisputed" in the passage is closest in meaning to
- (A) mysterious
 - (B) unexpected
 - (C) acknowledged
 - (D) significant
25. According to paragraph 4, which of the following is NOT an explanation for why a group of people might have wanted to colonize the Pacific islands?
- (A) As their numbers increased, they needed additional territory.
 - (B) The winds and currents made the islands easy to reach.
 - (C) The political situation at home made emigration desirable.
 - (D) They found exploration challenging and exciting.

26. Why does the author mention the views of “Patrick Kirch”?

- (A) To present evidence in favor of Heyerdahl’s idea about American Indians reaching Oceania
- (B) To emphasize the familiarity of Pacific islanders with crops from many different regions of the world
- (C) To indicate that a supposed proof for Heyerdahl’s theory has an alternative explanation
- (D) To demonstrate that some of the same crops were cultivated in both South America and Oceania

PARAGRAPH 2

Speculation on the origin of these Pacific islanders began as soon as outsiders encountered them; in the absence of solid linguistic, archaeological, and biological data, many fanciful and mutually exclusive theories were devised. Pacific islanders were variously thought to have come from North America, South America, Egypt, Israel, and India, as well as Southeast Asia. ■ Many older theories implicitly deprecated the navigational abilities and overall cultural creativity of the Pacific islanders. ■ For example, British anthropologists G. Elliot Smith and W. J. Perry assumed that only Egyptians would have been skilled enough to navigate and colonize the Pacific. ■ They inferred that the Egyptians even crossed the Pacific to found the great civilizations of the New World (North and South America). ■ In 1947 Norwegian adventurer Thor Heyerdahl drifted on a balsa-log raft westward with the winds and currents across the Pacific from South America to prove his theory that Pacific islanders were Native Americans (also called American Indians). Later Heyerdahl suggested that the Pacific was peopled by three migrations: by Native Americans from the Pacific Northwest of North America drifting to Hawaii, by Peruvians drifting to Easter Island, and by Melanesians. In 1969 he crossed the Atlantic in an Egyptian-style reed boat to prove Egyptian influences in the Americas. Contrary to these theorists, the overwhelming evidence of physical anthropology, linguistics, and archaeology shows that the Pacific islanders came from Southeast Asia and were skilled enough as navigators to sail against the prevailing winds and currents.

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

Later theories concentrated on journeys in the other direction.

Where would the sentence best fit?

- (A) Speculation on the origin of these Pacific islanders began as soon as outsiders encountered them; in the absence of solid linguistic, archaeological, and biological data, many fanciful and mutually exclusive theories were devised. Pacific islanders were variously thought to have come from North America, South America, Egypt, Israel, and India, as well as Southeast Asia. **Later theories concentrated on journeys in the other direction.** Many older theories implicitly deprecated the navigational abilities and overall cultural creativity of the Pacific islanders. ■ For example, British

anthropologists G. Elliot Smith and W. J. Perry assumed that only Egyptians would have been skilled enough to navigate and colonize the Pacific. ■ They inferred that the Egyptians even crossed the Pacific to found the great civilizations of the New World (North and South America). ■ In 1947 Norwegian adventurer Thor Heyerdahl drifted on a balsa-log raft westward with the winds and currents across the Pacific from South America to prove his theory that Pacific islanders were Native Americans (also called American Indians). Later Heyerdahl suggested that the Pacific was peopled by three migrations: by Native Americans from the Pacific Northwest of North America drifting to Hawaii, by Peruvians drifting to Easter Island, and by Melanesians. In 1969 he crossed the Atlantic in an Egyptian-style reed boat to prove Egyptian influences in the Americas. Contrary to these theorists, the overwhelming evidence of physical anthropology, linguistics, and archaeology shows that the Pacific islanders came from Southeast Asia and were skilled enough as navigators to sail against the prevailing winds and currents.

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28. **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.

Together, Melanesia, Micronesia, and Polynesia make up the region described as the Pacific islands, or Oceania.

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Answer Choices

- A** Many theories about how inhabitants first came to the islands have been proposed, including the idea that North and South Americans simply drifted across the ocean.
- B** Although early colonizers of the islands probably came from agriculture-based societies, they were obliged to adopt an economy based on fishing.
- C** New evidence suggests that, rather than being isolated, Pacific islanders engaged in trade and social interaction with peoples living in Southeast Asia.
- D** Computer simulations of the winds and currents in the Pacific have shown that reaching the Pacific Islands was probably much easier than previously thought.
- E** It is now believed that the process of colonization required a great deal of skill, determination, and planning and could not have happened by chance.
- F** Using linguistic and archaeological evidence, anthropologists have determined that the first Pacific islanders were Austronesian people from Southeast Asia.

LISTENING

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

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

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

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

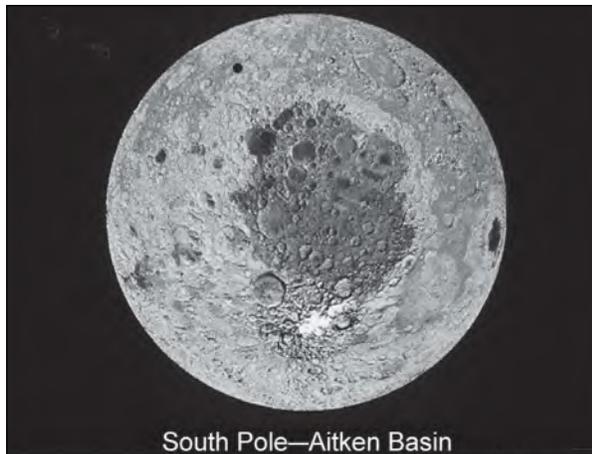
Answer each question before moving on. Do not return to previous questions.

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

Note: The actual lecture contains color images. The colors from one image are discussed by the professor. You do not need to see the colors to understand the lecture or to answer the questions.

Directions: Listen to Track 25. 

Astronomy





Directions: Now answer the questions.

12. What is the main purpose of the lecture?
- (A) To explain why scientists disagree about the age of the Moon
 - (B) To present arguments in favor of another Moon landing
 - (C) To explain how scientists discovered a crater on the far side of the Moon
 - (D) To review some findings of a recent mission to the Moon
13. What does the professor imply about the spacecraft Clementine?
- (A) It sent back the first color photographs of the Moon.
 - (B) It was powered by solar energy.
 - (C) It landed on the far side of the Moon.
 - (D) It flew over the Moon's polar regions.
14. Why does the professor mention the Moon's mantle?
- (A) To explain how scientists are able to estimate the age of meteor impacts
 - (B) To indicate what part of the Moon could provide key evidence about the Moon's composition
 - (C) To explain how scientists know that meteors penetrate the Moon's crust
 - (D) To point out an obvious difference between the Moon and Earth
15. Why is the South Pole–Aitken Basin thought to be exceptionally old?
- (A) The walls of the Basin are more reflective than those of most other craters.
 - (B) Testing of rocks from the Basin's floor proved them to be as old as the Moon itself.
 - (C) Many small craters have been detected at the bottom of the Basin.
 - (D) A large amount of dust has been detected in and around the Basin.

16. Why does the professor consider it important to find out if water ice exists on the Moon? *Choose 2 answers.*
- A Water ice could be processed to provide breathable air for astronauts.
 - B One component of water ice could be used as a fuel for rockets.
 - C Water ice could contain evidence of primitive life on the Moon.
 - D Water ice could be tested to find out what type of meteors crashed into the Moon.
17. Listen to Track 26. 
- A It is likely that the current age estimates for the South Pole–Aitken Basin are based on incorrect assumptions.
 - B It is disappointing how little the technology to analyze Moon rocks has advanced since the days of the Moon landings.
 - C Too few of the original Moon-rock samples were dated accurately.
 - D It is important to obtain a more precise determination of the Moon's age.

Directions: Listen to Track 27. 



Directions: Now answer the questions.

18. What is the conversation mainly about?

- (A) An assignment about which the student would like advice
- (B) Concerns as to whether the student should be in the professor's course
- (C) The selection of films to be viewed by students in a film theory course
- (D) The structure and sequence of courses in the Film Department

19. What is the professor's attitude toward the student's high school film course?

- (A) He does not consider it satisfactory preparation for the class he teaches.
- (B) He does not think that literary works should be discussed in film classes.
- (C) He believes that this type of course often confuses inexperienced students.
- (D) He feels that the approach taken in this course is the best way to learn about film.

20. Why was the student permitted to sign up for the professor's film theory course?

- (A) Her high school course fulfilled the requirement for previous course work.
- (B) The computer system that usually blocks students was not working properly.
- (C) An employee in the department did not follow instructions.
- (D) The professor made an exception in her case.

21. Why does the professor decide to allow the student to remain in his class?

Choose 2 answers.

- (A) She needs to take the course in order to graduate.
- (B) He is impressed with her eagerness to continue.
- (C) She convinces him that she does have adequate preparation for the course.
- (D) He learns that she is not studying film as her main course of study.

22. What does the professor advise the student to do in order to keep up with the class she is in?
- Ⓐ Take the introductory course
 - Ⓑ Watch some video recordings
 - Ⓒ Do extra reading
 - Ⓓ Drop out of her marketing class

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.

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

Listen to Track 34. 

Reading Time: 50 seconds

Campus Dining Club Announced

Starting this year, the university dining hall will be transformed into The Campus Dining Club for one week at the end of each semester. During the last week of each semester, the dining hall will feature special meals prepared by the university's culinary arts students. The school feels that this will give students who are studying cooking and food preparation valuable experience that will help them later, when they pursue careers. The university has announced that it will charge a small additional fee for these dinners in order to pay for the special gourmet food ingredients that will be required.

Listen to Track 35. 



The man expresses his opinion about the plan described in the article. Briefly summarize the plan. Then state his opinion about the plan and explain the reasons he gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds

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

Listen to Track 36. 

Reading Time: 45 seconds**Target Marketing**

Advertisers in the past have used radio and television in an attempt to provide information about their products to large, general audiences; it was once thought that the best way to sell a product was to advertise it to as many people as possible. However, more recent trends in advertising have turned toward target marketing. Target marketing is the strategy of advertising to smaller, very specific audiences—audiences that have been determined to have the greatest need or desire for the product being marketed. Target marketing has proved to be very effective in reaching potential customers.

Listen to Track 37. 



Using the professor's examples, explain the advertising technique of target marketing.

Preparation Time: 30 seconds**Response Time: 60 seconds**

WRITING

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

There are two writing questions in this section.

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

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

