

# 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.

## INFANTILE AMNESIA

What do you remember about your life before you were three? Few people can remember anything that happened to them in their early years. Adults' memories of the next few years also tend to be scanty. Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth.

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation—that infants do not form enduring memories at this point in development—also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression—or holding back—of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

Three other explanations seem more promising. One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants' and toddlers' long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll's mouth, or pulling apart two pieces of a toy. The brain's level of physiological maturation may support these types of memories, but not ones requiring explicit verbal descriptions.

A second explanation involves the influence of the social world on children's language use. Hearing and telling stories about events may help children store information in ways that will endure into later childhood and adulthood. Through hearing stories with a clear beginning, middle, and ending, children may learn to extract the gist of events in ways that they will be able to describe many years later. Consistent with this view, parents and children increasingly engage in discussions of past events when children are about three years old. However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode information and the ways in which older children and adults retrieve it. Whether people can remember an event depends critically on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the perspective from which the material was encoded, the more likely that recall will be successful.

This view is supported by a variety of factors that can create mismatches between very young children’s encoding and older children’s and adults’ retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it. Older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor’s office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

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1. **encode:** transfer information from one system of communication into another

**Directions:** Now answer the questions.

How might this inability to recall early experiences be explained? The sheer passage of time does not account for it; adults have excellent recognition of pictures of people who attended high school with them 35 years earlier. Another seemingly plausible explanation—that infants do not form enduring memories at this point in development—also is incorrect. Children two and a half to three years old remember experiences that occurred in their first year, and eleven month olds remember some events a year later. Nor does the hypothesis that infantile amnesia reflects repression—or holding back—of sexually charged episodes explain the phenomenon. While such repression may occur, people cannot remember ordinary events from the infant and toddler periods, either.

P  
A  
R  
A  
G  
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A  
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2

29. What purpose does paragraph 2 serve in the larger discussion of children’s inability to recall early experiences?
- (A) To argue that theories that are not substantiated by evidence should generally be considered unreliable
  - (B) To argue that the hypotheses mentioned in paragraph 2 have been more thoroughly researched than have the theories mentioned later in the passage
  - (C) To explain why some theories about infantile amnesia are wrong before presenting ones more likely to be true
  - (D) To explain why infantile amnesia is of great interest to researchers

30. The “plausible” in the passage is closest in meaning to
- Ⓐ flexible
  - Ⓑ believable
  - Ⓒ debatable
  - Ⓓ predictable
31. The word “phenomenon” in the passage is closest in meaning to
- Ⓐ exception
  - Ⓑ repetition
  - Ⓒ occurrence
  - Ⓓ idea
32. All of the following theories about the inability to recall early experiences are rejected in paragraph 2 EXCEPT:
- Ⓐ The ability to recall an event decreases as the time after the event increases.
  - Ⓑ Young children are not capable of forming memories that last for more than a short time.
  - Ⓒ People may hold back sexually meaningful memories.
  - Ⓓ Most events in childhood are too ordinary to be worth remembering.

PARAGRAPH  
3

Three other explanations seem more promising. One involves physiological changes relevant to memory. Maturation of the frontal lobes of the brain continues throughout early childhood, and this part of the brain may be critical for remembering particular episodes in ways that can be retrieved later. Demonstrations of infants’ and toddlers’ long-term memory have involved their repeating motor activities that they had seen or done earlier, such as reaching in the dark for objects, putting a bottle in a doll’s mouth, or pulling apart two pieces of a toy. The brain’s level of physiological maturation may support these types of memories, but not ones requiring explicit verbal descriptions.

33. What does paragraph 3 suggest about long-term memory in children?
- Ⓐ Maturation of the frontal lobes of the brain is important for the long-term memory of motor activities but not verbal descriptions.
  - Ⓑ Young children may form long-term memories of actions they see earlier than of things they hear or are told.
  - Ⓒ Young children have better long-term recall of short verbal exchanges than of long ones.
  - Ⓓ Children’s long-term recall of motor activities increases when such activities are accompanied by explicit verbal descriptions.

A second explanation involves the influence of the social world on children's language use. Hearing and telling stories about events may help children store information in ways that will endure into later childhood and adulthood. Through hearing stories with a clear beginning, middle, and ending, children may learn to extract the gist of events in ways that they will be able to describe many years later. Consistent with this view, parents and children increasingly engage in discussions of past events when children are about three years old. However, hearing such stories is not sufficient for younger children to form enduring memories. Telling such stories to two year olds does not seem to produce long-lasting verbalizable memories.

34. According to paragraph 4, what role may storytelling play in forming childhood memories?
- (A) It may encourage the physiological maturing of the brain.
  - (B) It may help preschool children tell the difference between ordinary and unusual memories.
  - (C) It may help preschool children retrieve memories quickly.
  - (D) It may provide an ordered structure that facilitates memory retrieval.

A third likely explanation for infantile amnesia involves incompatibilities between the ways in which infants encode<sup>1</sup> information and the ways in which older children and adults retrieve it. Whether people can remember an event depends **critically** on the fit between the way in which they earlier encoded the information and the way in which they later attempt to retrieve it. The better able the person is to reconstruct the **perspective** from which the material was encoded, the more likely that recall will be successful.

This view is supported by a variety of factors that can create mismatches between very young children's encoding and older children's and adults' retrieval efforts. The world looks very different to a person whose head is only two or three feet above the ground than to one whose head is five or six feet above it. Older children and adults often try to retrieve the names of things they saw, but infants would not have encoded the information verbally. General knowledge of categories of events such as a birthday party or a visit to the doctor's office helps older individuals encode their experiences, but again, infants and toddlers are unlikely to encode many experiences within such knowledge structures.

35. The word "**critically**" in the passage is closest in meaning to
- (A) fundamentally
  - (B) partially
  - (C) consistently
  - (D) subsequently
36. The word "**perspective**" in the passage is closest in meaning to
- (A) system
  - (B) theory
  - (C) source
  - (D) viewpoint

37. The phrase “This view” in the passage refers to the belief that
- (A) the ability to retrieve a memory partly depends on the similarity between the encoding and retrieving process
  - (B) the process of encoding information is less complex for adults than it is for young adults and infants
  - (C) infants and older children are equally dependent on discussion of past events for the retrieval of information
  - (D) infants encode information in the same way older children and adults do
38. According to paragraphs 5 and 6, one disadvantage very young children face in processing information is that they cannot
- (A) process a lot of information at one time
  - (B) organize experiences according to type
  - (C) block out interruptions
  - (D) interpret the tone of adult language

These three explanations of infantile amnesia are not mutually exclusive; indeed, they support each other. Physiological immaturity may be part of why infants and toddlers do not form extremely enduring memories, even when they hear stories that promote such remembering in preschoolers. Hearing the stories may lead preschoolers to encode aspects of events that allow them to form memories they can access as adults. Conversely, improved encoding of what they hear may help them better understand and remember stories and thus make the stories more useful for remembering future events. Thus, all three explanations—physiological maturation, hearing and producing stories about past events, and improved encoding of key aspects of events—seem likely to be involved in overcoming infantile amnesia.

39. Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 7? Incorrect choices change the meaning in important ways or leave out essential information.
- (A) Incomplete physiological development may partly explain why hearing stories does not improve long-term memory in infants and toddlers.
  - (B) One reason why preschoolers fail to comprehend the stories they hear is that they are physiologically immature.
  - (C) Given the chance to hear stories, infants and toddlers may form enduring memories despite physiological immaturity.
  - (D) Physiologically mature children seem to have no difficulty remembering stories they heard as preschoolers.
40. How does paragraph 7 relate to the earlier discussion of infantile amnesia?
- (A) It introduces a new theory about the causes of infantile amnesia.
  - (B) It argues that particular theories discussed earlier in the passage require further research.
  - (C) It explains how particular theories discussed earlier in the passage may work in combination.
  - (D) It evaluates which of the theories discussed earlier is most likely to be true.

What do you remember about your life before you were three? ■ Few people can remember anything that happened to them in their early years. ■ Adults' memories of the next few years also tend to be scanty. ■ Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. ■

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

**Other important occasions are school graduations and weddings.**

Where would the sentence best fit?

- (A) What do you remember about your life before you were three? **Other important occasions are school graduations and weddings.** Few people can remember anything that happened to them in their early years. ■ Adults' memories of the next few years also tend to be scanty. ■ Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. ■
- (B) What do you remember about your life before you were three? ■ Few people can remember anything that happened to them in their early years. **Other important occasions are school graduations and weddings.** Adults' memories of the next few years also tend to be scanty. ■ Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. ■
- (C) What do you remember about your life before you were three? ■ Few people can remember anything that happened to them in their early years. ■ Adults' memories of the next few years also tend to be scanty. **Other important occasions are school graduations and weddings.** Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. ■
- (D) What do you remember about your life before you were three? ■ Few people can remember anything that happened to them in their early years. ■ Adults' memories of the next few years also tend to be scanty. ■ Most people remember only a few events—usually ones that were meaningful and distinctive, such as being hospitalized or a sibling's birth. **Other important occasions are school graduations and weddings.**

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.

**There are several possible explanations why people cannot easily remember their early childhoods.**

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#### Answer Choices

- A Preschoolers typically do not recall events from their first year.
- B Frontal lobe function of the brain may need to develop before memory retrieval can occur.
- C Children recall physical activities more easily if they are verbalized.
- D The opportunity to hear chronologically narrated stories may help three-year-old children produce long-lasting memories.
- E The content of a memory determines the way in which it is encoded.
- F The contrasting ways in which young children and adults process information may determine their relative success in remembering.

# 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.

**Directions:** Listen to Track 49. 

## Creative Writing



**Directions:** Now answer the questions.

23. What aspect of creative writing does the professor mainly discuss?
- Ⓐ How to keep a reader's interest
  - Ⓑ How to create believable characters
  - Ⓒ Key differences between major and minor characters
  - Ⓓ Techniques for developing short-story plots
24. Why does the professor recommend that students pay attention to the people they see every day?
- Ⓐ The behavior and characteristics of these people can be used in character sketches.
  - Ⓑ Observing people in real-life situations can provide ideas for story plots.
  - Ⓒ It is easier to observe the behavior of familiar people than of new people.
  - Ⓓ Students can gather accurate physical descriptions for their characters.

25. The professor discusses an example of three friends who run out of gas. What point does he use the example to illustrate?
- Ⓐ Writers should know their characters as well as they know their friends.
  - Ⓑ Writers should create characters that interact in complex ways.
  - Ⓒ Friends do not always behave the way we expect them to behave.
  - Ⓓ Friends' behavior is often more predictable than fictional characters' behavior.
26. What warning does the professor give when he talks about the man who lives on the mountain?
- Ⓐ Avoid placing characters in remote settings
  - Ⓑ Avoid having more than one major character
  - Ⓒ Avoid using people as models whose lives are unusual
  - Ⓓ Avoid making characters into stereotypes
27. What does the professor imply is the importance of flat characters?
- Ⓐ They act more predictably than other characters.
  - Ⓑ They are difficult for readers to understand.
  - Ⓒ They help reveal the main character's personality.
  - Ⓓ They are the only characters able to experience defeat.
28. Listen to Track 50. 
- Ⓐ To indicate that he is about to explain what type of drawing he wants
  - Ⓑ To help students understand a term that may be confusing
  - Ⓒ To indicate that he used the wrong word earlier
  - Ⓓ To motivate the students to do better work

**Directions:** Listen to Track 51. 

# Earth Science



Sahara Desert



**Directions:** Now answer the questions.

29. What is the lecture mainly about?
- (A) An example of rapid climate change
  - (B) A comparison of two mechanisms of climate change
  - (C) The weather conditions in the present-day Sahara
  - (D) Recent geological findings made in the Sahara
30. Not long ago, the Sahara had a different climate. What evidence does the professor mention to support this? *Choose 3 answers.*
- (A) Ancient pollen
  - (B) Bones from large animals
  - (C) Rock paintings
  - (D) Agriculture in ancient Egypt
  - (E) Underground water
31. In the lecture, what do the Ice Age and the creation of the Sahara Desert both illustrate about past climate changes? *Choose 2 answers.*
- (A) That some climate changes benefitted the development of civilization
  - (B) That some climate changes were not caused by human activity
  - (C) That some climate changes were caused by a decrease of moisture in the atmosphere
  - (D) That some climate changes were caused by changes in Earth's motion and position
32. What started the runaway effect that led to the Sahara area of North Africa becoming a desert?
- (A) The prevailing winds became stronger.
  - (B) The seasonal rains moved to a different area.
  - (C) The vegetation started to die off in large areas.
  - (D) The soil lost its ability to retain rainwater.

33. The professor mentions a theory that people migrating from the Sahara were important to the development of the Egyptian civilization. Which sentence best describes the professor's attitude toward this theory?
- Ⓐ It is exciting because it perfectly explains recent archaeological discoveries.
  - Ⓑ It is problematic because it goes too far beyond the generally available data.
  - Ⓒ It raises an interesting possibility and he hopes to see more evidence for it.
  - Ⓓ It cannot be taken seriously until it explains how the migrants got to Egypt.
34. Listen to Track 52. 
- Ⓐ To correct a misstatement he made about the Sahara's climate
  - Ⓑ To suggest that the current dryness of the Sahara is exaggerated
  - Ⓒ To indicate that scientists are not in agreement about the Sahara's past climate
  - Ⓓ To emphasize the difference between the current and past climates of the Sahara

# 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.

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 57. 

**Reading Time: 45 seconds**

### Explicit Memories and Implicit Memories

In everyday life, when people speak of memory, they are almost always speaking about what psychologists would call explicit memories. An explicit memory is a conscious or intentional recollection, usually of facts, names, events, or other things that a person can state or declare. There is another kind of memory that is not conscious. Memories of this kind are called implicit memories. An individual can have an experience that he or she cannot consciously recall yet still display reactions that indicate the experience has been somehow recorded in his or her brain.

Listen to Track 58. 



Using the example of the car advertisement, explain what is meant by implicit memory.

**Preparation Time: 30 seconds**

**Response Time: 60 seconds**

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 59. 



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 60. 



Using points and examples from the talk, explain the difference between active and passive attention.

**Preparation Time: 20 seconds**

**Response Time: 60 seconds**