

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.

POPULATION AND CLIMATE

The human population on Earth has grown to the point that it is having an effect on Earth's atmosphere and ecosystems. Burning of fossil fuels, deforestation, urbanization, cultivation of rice and cattle, and the manufacture of chlorofluorocarbons (CFCs) for propellants and refrigerants are increasing the concentration of carbon dioxide, methane, nitrogen oxides, sulphur oxides, dust, and CFCs in the atmosphere. About 70 percent of the Sun's energy passes through the atmosphere and strikes Earth's surface. This radiation heats the surface of the land and ocean, and these surfaces then reradiate infrared radiation back into space. This allows Earth to avoid heating up too much. However, not all of the infrared radiation makes it into space; some is absorbed by gases in the atmosphere and is reradiated back to Earth's surface. A greenhouse gas is one that absorbs infrared radiation and then reradiates some of this radiation back to Earth. Carbon dioxide, CFCs, methane, and nitrogen oxides are greenhouse gases. The natural greenhouse effect of our atmosphere is well established. In fact, without greenhouse gases in the atmosphere, scientists calculate that Earth would be about 33°C cooler than it currently is.

The current concentration of carbon dioxide in the atmosphere is about 360 parts per million. Human activities are having a major influence on atmospheric carbon dioxide concentrations, which are rising so fast that current predictions are that atmospheric concentrations of carbon dioxide will double in the next 50 to 100 years. The Intergovernmental Panel on Climate Change (IPCC) report in 1992, which represents a consensus of most atmospheric scientists, predicts that a doubling of carbon dioxide concentration would raise global temperatures anywhere between 1.4°C and 4.5°C. The IPCC report issued in 2001 raised the temperature prediction almost twofold. The suggested rise in temperature is greater than the changes that occurred in the past between ice ages. The increase in temperatures would not be uniform, with the smallest changes at the equator and changes two or three times as great at the poles. The local effects of these global changes are difficult to predict, but it is generally agreed that they may include alterations in ocean currents, increased winter flooding in some areas of the Northern Hemisphere, a higher incidence of summer drought in some areas, and rising sea levels, which may flood low-lying countries.

Scientists are actively investigating the feedback mechanism within the physical, chemical, and biological components of Earth's climate system in order to make accurate predictions of the effects the rise in greenhouse gases will have on future global climates. Global circulation models are important tools in this process. These models incorporate current knowledge on atmospheric circulation patterns, ocean currents, the effect of landmasses, and the like to predict climate under changed conditions. There are several models, and all show agreement on a global scale. For example, all models show substantial changes in climate when carbon dioxide concentration is doubled. However, there are significant differences in the regional climates predicted by different models. Most models project greater temperature increases in

mid-latitude regions and in mid-continental regions relative to the global average. Additionally, changes in precipitation patterns are predicted, with decreases in mid-latitude regions and increased rainfall in some tropical areas. Finally, most models predict that there will be increased occurrences of extreme events, such as extended periods without rain (drought), extreme heat waves, greater seasonal variation in temperatures, and increases in the frequency and magnitude of severe storms. Plants and animals have strong responses to virtually every aspect of these projected global changes.

The challenge of predicting organismal responses to global climate change is difficult. Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life.

The relative roles that abiotic and biotic factors play in the distribution of organisms is especially important now, when the world is confronted with the consequences of a growing human population. Changes in climate, land use, and habitat destruction are currently causing dramatic decreases in biodiversity throughout the world. An understanding of climate-organism relationships is essential to efforts to preserve and manage Earth's biodiversity.

Directions: Now answer the questions.

The human population on Earth has grown to the point that it is having an effect on Earth's atmosphere and ecosystems. Burning of fossil fuels, deforestation, urbanization, cultivation of rice and cattle, and the manufacture of chlorofluorocarbons (CFCs) for propellants and refrigerants are increasing the concentration of carbon dioxide, methane, nitrogen oxides, sulphur oxides, dust, and CFCs in the atmosphere. About 70 percent of the Sun's energy passes through the atmosphere and strikes Earth's surface. This radiation heats the surface of the land and ocean, and these surfaces then reradiate infrared radiation back into space. This allows Earth to avoid heating up too much. However, not all of the infrared radiation **makes it** into space; some is absorbed by gases in the atmosphere and is reradiated back to Earth's surface. A greenhouse gas is one that absorbs infrared radiation and then reradiates some of this radiation back to Earth. Carbon dioxide, CFCs, methane, and nitrogen oxides are greenhouse gases. The natural greenhouse effect of our atmosphere is well established. In fact, without greenhouse gases in the atmosphere, scientists calculate that Earth would be about 33°C cooler than it currently is.

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1. The phrase "**makes it**" in the passage is closest in meaning to
 - (A) is reflected
 - (B) collects
 - (C) arrives
 - (D) blends

2. It can be inferred from paragraph 1 that one positive aspect of greenhouse gases is that they
- (A) absorb 70 percent of the Sun's energy
 - (B) can be rapidly replenished in the atmosphere
 - (C) remove pollutants from ecosystems
 - (D) help keep Earth warm

PARAGRAPH 2

The current concentration of carbon dioxide in the atmosphere is about 360 parts per million. Human activities are having a major influence on atmospheric carbon dioxide concentrations, which are rising so fast that current predictions are that atmospheric concentrations of carbon dioxide will double in the next 50 to 100 years. The Intergovernmental Panel on Climate Change (IPCC) report in 1992, which represents a consensus of most atmospheric scientists, predicts that a doubling of carbon dioxide concentration would raise global temperatures anywhere between 1.4°C and 4.5°C. The IPCC report issued in 2001 raised the temperature prediction almost twofold. The suggested rise in temperature is greater than the changes that occurred in the past between ice ages. The increase in temperatures would not be uniform, with the smallest changes at the equator and changes two or three times as great at the poles. The local effects of these global changes are difficult to predict, but it is generally agreed that they may include alterations in ocean currents, increased winter flooding in some areas of the Northern Hemisphere, a higher incidence of summer drought in some areas, and rising sea levels, which may flood low-lying countries.

3. According to paragraph 2, what can be said about the effects of global changes?
- (A) The local plants and animals will be permanently damaged.
 - (B) It is hard to know exactly what form the local effects will take.
 - (C) Seawater levels will fall around the world.
 - (D) The effects will not occur in some regions of the world.
4. 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.
- (A) The rapid rise of carbon dioxide concentrations can be attributed largely to the actions of humans.
 - (B) Predictions about atmospheric concentrations of carbon dioxide indicate that the influence of human activities will double soon.
 - (C) In the next 50 to 100 years, human activities will no longer have an influence on atmospheric carbon dioxide concentrations.
 - (D) Human activities can influence current predictions about atmospheric conditions.
5. The word "consensus" in the passage is closest in meaning to
- (A) publication
 - (B) debate
 - (C) collection
 - (D) agreement

Scientists are actively investigating the feedback mechanism within the physical, chemical, and biological components of Earth's climate system in order to make accurate predictions of the effects the rise in greenhouse gases will have on future global climates. Global circulation models are important tools in this process. These models incorporate current knowledge on atmospheric circulation patterns, ocean currents, the effect of landmasses, and the like to predict climate under changed conditions. There are several models, and all show agreement on a global scale. For example, all models show substantial changes in climate when carbon dioxide concentration is doubled. However, there are significant differences in the regional climates predicted by different models. Most models project greater temperature increases in mid-latitude regions and in mid-continental regions relative to the global average. Additionally, changes in precipitation patterns are predicted, with decreases in mid-latitude regions and increased rainfall in some tropical areas. Finally, most models predict that there will be increased occurrences of extreme events, such as extended periods without rain (drought), extreme heat waves, greater seasonal variation in temperatures, and increases in the frequency and magnitude of severe storms. Plants and animals have strong responses to virtually every aspect of these projected global changes.

6. The phrase "this process" refers to
- (A) the interaction between physical and biological components of Earth's climate system
 - (B) the increase of greenhouse gases in the atmosphere
 - (C) predicting future global climate
 - (D) global circulation models
7. According to paragraph 3, rainfall amounts are predicted to decrease in what parts of the world?
- (A) In mid-latitude regions
 - (B) In tropical areas
 - (C) In mid-continental regions
 - (D) At the poles
8. The word "incorporate" in the passage is closest in meaning to
- (A) describe
 - (B) include
 - (C) expand
 - (D) present
9. The word "virtually" in the passage is closest in meaning to
- (A) nearly
 - (B) presumably
 - (C) usually
 - (D) visually

10. According to paragraph 3, climate models predict that all of the following events will occur with the increase in greenhouse gases EXCEPT
- (A) greater seasonal temperature changes
 - (B) prolonged heat waves
 - (C) increased diversity of plants and animals
 - (D) longer dry periods

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The relative roles that abiotic and biotic factors play in the distribution of organisms is especially important now, when the world is confronted with the consequences of a growing human population. Changes in climate, land use, and habitat destruction are currently causing dramatic decreases in biodiversity throughout the world. An understanding of climate-organism relationships is essential to efforts to preserve and manage Earth's biodiversity.

11. The author's main purpose in paragraph 5 is to
- (A) explain the process of studying organism responses to climate change
 - (B) stress the importance of learning how climate affects plants and animals
 - (C) illustrate an important point about factors affecting biodiversity
 - (D) examine current research practices on the distribution of organisms on Earth

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12. Look at the terms "greenhouse gas," "atmospheric circulation patterns," "global scale," and "biotic factors." Which of these terms is defined in the passage?
- (A) Greenhouse gas
 - (B) Atmospheric circulation patterns
 - (C) Global scale
 - (D) Biotic factors

The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■

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

Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.

Where would the sentence best fit?

- (A) The challenge of predicting organismal responses to global climate change is difficult. **Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.** Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■
- (B) The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. **Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.** It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■
- (C) The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world

systems, especially ecosystems with large, freely ranging organisms.

Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past. One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. ■

- Ⓓ The challenge of predicting organismal responses to global climate change is difficult. ■ Partly, this is due to the fact that there are more studies of short-term, individual organism responses than there are of long-term, systemwide studies. ■ It is extremely difficult, both monetarily and physically, for scientists to conduct field studies at spatial and temporal scales that are large enough to include all the components of real-world systems, especially ecosystems with large, freely ranging organisms. ■ One way paleobiologists try to get around this limitation is to attempt to reconstruct past climates by examining fossil life. **Much of this work depends on the assumption that life forms adapted to a particular climate in the present were adapted to the same type of climate in the past.**

- 14. 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.

Human population on Earth is affecting both the atmosphere and the ecosystems.

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Answer Choices

- Ⓐ The survival of organisms on Earth is directly related to the amount of fossil fuels that are consumed.
- Ⓑ Atmospheric carbon dioxide concentrations are rising quickly.
- Ⓒ Scientists are working on ways to make precise forecasts of how the increase of greenhouse gases will affect Earth.
- Ⓓ Scientists predict that temperature changes would be greater at the poles than at the equator.
- Ⓔ Global circulation models can be used to measure the concentrations of chlorofluorocarbons in the atmosphere.
- Ⓕ The ability to make accurate predictions about global climate presents several difficulties.

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 63. 



Directions: Now answer the questions.

1. Why does the man go to the computer center?
 - (A) To learn how to use the Internet
 - (B) To ask the woman where he can buy a computer
 - (C) To ask if he can get instruction on using computers
 - (D) To find out where the computer labs are located
2. How did the man probably feel when he first arrived at the computer center?
 - (A) Embarrassed about his lack of computer skills
 - (B) Excited to learn about computers
 - (C) Upset that he needs to take an expensive computer course
 - (D) Nervous about an assignment to write a paper on a computer
3. What does the woman imply about the book she bought for her father?
 - (A) It does not include instruction on word processing.
 - (B) It is not available at the campus bookstore.
 - (C) It is intended only for people with a lot of computer experience.
 - (D) It might be helpful for the man.
4. What does the woman imply about the student assistants?
 - (A) The man will not be able to work with them for long.
 - (B) They may not be good instructors for beginners.
 - (C) They are required to teach students to use the computers.
 - (D) Not all of them know about computers.

5. What will the woman do to help the man?
- Ⓐ Lend him a book on computers
 - Ⓑ Give him a list of computer courses
 - Ⓒ Give him a list of student assistants
 - Ⓓ Recommend a computer instructor

Directions: Listen to Track 64. 



Directions: Now answer the questions.

6. What is the lecture mainly about?
- Ⓐ Ways to limit the expansion of international trade
 - Ⓑ How restrictions on international trade can cause economic harm
 - Ⓒ Factors that influence the distribution of exports
 - Ⓓ Why international trade has expanded in recent years
7. According to the professor, why do many people want imports to be regulated?
- Ⓐ To allow for price increases in domestic products
 - Ⓑ To make the prices of exports more competitive
 - Ⓒ To protect against domestic unemployment
 - Ⓓ To encourage the economic growth of certain industries

8. According to the professor, what is a negative result of limiting imports?
- Ⓐ The pace of technological innovation slows down.
 - Ⓑ The number of domestic low-paying jobs decreases.
 - Ⓒ People move to areas where income is lower.
 - Ⓓ The potential income from exports is reduced.
9. What does the professor imply about the sugar industry in Florida?
- Ⓐ It is a good source of high-paying jobs.
 - Ⓑ It should not be protected from competition from imports.
 - Ⓒ It is a good example of the effect of international specialization.
 - Ⓓ It is managed cost effectively.
10. What does the professor imply about the effect of increasing imports?
- Ⓐ It will eventually result in a decrease in exports.
 - Ⓑ It is not necessarily bad for the economy.
 - Ⓒ It creates domestic economic problems that are easily solved.
 - Ⓓ Its impact on the economy is immediately apparent.
11. What is the professor's opinion of retraining and relocating unemployed people?
- Ⓐ It is more expensive over time than blocking imports.
 - Ⓑ It can sometimes have unintended consequences.
 - Ⓒ It is one possible way to adapt to an increase in imports.
 - Ⓓ It maintains the production levels of inefficient industries.

Directions: Listen to Track 65. 

Marine Biology





Directions: Now answer the questions.

12. What does the professor mainly discuss?
- Ⓐ Why some whales do not migrate
 - Ⓑ How and why baleen whales migrate
 - Ⓒ How baleen whales communicate with other whales
 - Ⓓ How different whales hunt for their food
13. According to the professor, what is a common reason for migration that does NOT apply to baleen whales?
- Ⓐ The need to avoid lower water temperatures
 - Ⓑ The need to raise young in a suitable environment
 - Ⓒ The need to find better feeding grounds
 - Ⓓ The need to find a mating partner
14. In order to prove or disprove the balancing-act theory of whale migration, what question needs to be answered?
- Ⓐ Whether or not whales have good eyesight
 - Ⓑ How long baleen whales are able to survive without food
 - Ⓒ How fast baleen whales can swim compared with other kinds of whales
 - Ⓓ Whether moving south saves whales more energy than staying north
15. According to the professor, what are the possible means used by migrating whales to find the right direction? *Choose 3 answers.*
- Ⓐ Using magnetic fields as a guide
 - Ⓑ Recognizing coastal landmarks
 - Ⓒ Following the heat of the tropical water
 - Ⓓ Listening to sounds that bounce off of the land
 - Ⓔ Following the migrating plankton
16. Listen to Track 66. 
- Ⓐ She is not an expert on what she is about to discuss.
 - Ⓑ She will discuss only what is relevant to her main point.
 - Ⓒ She thinks her students already understand her point.
 - Ⓓ She will not repeat what was discussed in previous classes.
17. Listen to Track 67. 
- Ⓐ It is not obvious how whales find their way.
 - Ⓑ Different whales have different ways of locating food.
 - Ⓒ Whales have a poor sense of orientation.
 - Ⓓ Scientists have not been able to track the whales.

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.

1. You will now be asked to speak about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Listen to Track 76. 

Sometimes one individual can have a great impact on a group or community. Select one person and explain how you think this person has affected others in the group or community. Give specific details and examples to explain your answer.

Preparation Time: 15 seconds

Response Time: 45 seconds

2. You will now be asked to give your opinion about a familiar topic. Give yourself 15 seconds to prepare your response. Then record yourself speaking for 45 seconds.

Listen to Track 77. 

When some people visit a city or country for the first time, they prefer to take an organized tour. Other people prefer to explore new places on their own. Which do you prefer and why?

Preparation Time: 15 seconds

Response Time: 45 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.

1. **Directions:** Give yourself 3 minutes to read the passage.

Reading Time: 3 minutes

Many people dream of owning their own business but are afraid of the risks. Instead of starting a new business, however, one can buy a franchise. A franchise is a license issued by a large, usually well-known, company to a small business owner. Under the license, the owner acquires the right to use the company's brand name and agrees to sell its products. In return, the franchising company receives a percent of the sales.

A major problem for first-time business owners is finding reliable suppliers of the goods and services they need: equipment, raw materials, maintenance, etc. It is easy to choose the wrong supplier, and doing so can be costly. Buying a franchise eliminates much of this problem. Most franchising companies have already found reliable suppliers, and franchise contracts typically specify which suppliers are to be used. This protects franchise owners from the risk of serious losses.

Another advantage of a franchise is that it can save a new business a lot of money on advertising. Advertising one's product to potential customers is a crucial factor in a business's success. A franchise owner, however, sells an already popular and recognized brand and also gets the benefit of sophisticated and expensive advertising paid by the parent company.

Finally, a franchise offers more security than starting an independent (nonfranchise) business. The failure rate for starting independent businesses is very high during the first few years; the failure rate for starting franchises is much lower. Finding one's own way in today's competitive business environment is difficult, and buying a franchise allows an inexperienced business owner to use a proven business model.

Listen to Track 84. 



