

Listening

SECTION 1 LISTENING COMPREHENSION

This section is designed to measure the ability to understand spoken North American English. It contains three parts, each administered by audio recording.

Part A

In Part A, the examinee will hear a short conversation between two speakers. At the end of each conversation, a third person will ask a question about what was said. After hearing the conversation and the question about it, the examinee will read four possible answers and select the one best response to the question he or she heard.

Example

On the recording, you will hear:

(woman) I don't like this painting very much.

(man) Neither do I.

(woman) What does the man mean?

In the test book, you will read:

- (A) He doesn't like the painting either.
- (B) He doesn't know how to paint.
- (C) He doesn't have any paintings.
- (D) He doesn't know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct answer is answer (A).

- 1 (A) She has been avoiding the man.
(B) The man should eat out more often.
(C) She does not like the cafeteria food.
(D) She has been eating at a later time.
- 2 (A) She cannot go on the field trip.
(B) She has to work on a geology paper.

- (C) The man may have to go to work.
(D) She is taking a math class.
- 3 (A) She will help man look for the book.
(B) The man is good at solving math problems.
(C) She does not know where the book is.
(D) She borrowed the book for class.
- 4 (A) The man has lost his ID card before.
(B) The man will have to pay for a new card.
(C) The man has replaced his card recently.
(D) The man will give her a new card.
- 5 (A) He took a science exam.
(B) He thought the test was easy.
(C) He couldn't take the exam because of bad weather.
(D) He thought the test was quite difficult.
- 6 (A) She doesn't like watching movies.
(B) She will meet the man at the theater later.
(C) She already has another appointment.
(D) She has too much homework to do.
- 7 (A) He can't go to the beach during the spring break.
(B) He will meet the woman at the beach.
(C) He will tell the woman later if he will go.
(D) He wants to go somewhere else with the woman.
- 8 (A) She will have to hand in the paper late.
(B) The professor will not accept an overdue paper.
(C) The man should talk to the professor.
(D) The man should hand in the paper as soon as possible.
- 9 (A) He did not study for the test.
(B) He failed the midterm exam.
(C) The woman should have gotten some rest.
(D) He made a higher grade than the woman.
- 10 (A) Her roommate is still sick.
(B) She has been taking cold medicine.
(C) The man has been missing classes.
(D) She caught a cold from her roommate.
- 11 (A) She had to leave early.
(B) Her boyfriend went to the concert without her.
(C) she forgot to reserve the tickets.

- (D) She did not go to the concert.
- 12 (A) The man should change classes.
(B) The man should go to bed earlier.
(C) The man should keep the class.
(D) The man should drop by the registration office.
- 13 (A) The man will buy the book from another bookstore.
(B) The bookstore has copies in stock.
(C) The professor ordered extra books.
(D) The man has sold back his book.
- 14 (A) The man studied alone.
(B) The man was sick.
(C) The man has an interest in bugs.
(D) The woman did not go to the study group.
- 15 (A) She has not finished her paper.
(B) She is on her way to class.
(C) She is tired from working.
(D) She has a lot on her mind.
- 16 (A) The parking lot is full.
(B) The woman will look for another parking spot.
(C) Students can use the parking lot on the weekends.
(D) The sign is hard to read.
- 17 (A) Find a person who majors in chemistry
(B) Walk with him to the chemistry lab
(C) Ask a friend who goes to the lab often
(D) Look for a shorter route from the dorm.
- 18 (A) Take a break from studying
(B) Finish the paper before going to bed
(C) Go to sleep now
(D) Do the paper tomorrow afternoon
- 19 (A) Get directions from a campus map
(B) Ask for help when he gets to the building
(C) Call the archeology department
(D) Find a friend who knows the location
- 20 (A) Write his paper over the weekend
(B) Take his midterms another day
(C) Hand the paper in by Friday
(D) Finish his paper before the midterms
- 21 (A) Check his test for mistakes
(B) Listen to the professor's lecture
(C) Study harder for his next test
- (D) Go to the professor's office later
- 22 (A) Go to a party now that finals are over
(B) Turn down the volume on her stereo
(C) Find a quieter place to study
(D) Listen to music to help her concentration
- 23 (A) The woman worked only on the weekends.
(B) The woman's job paid well.
(C) The woman enjoyed drinking coffee.
(D) The woman disliked her job.
- 24 (A) She is worried about passing her classes.
(B) She does not have any money.
(C) She has a broken leg.
(D) She recently lost her job.
- 25 (A) She missed her registration period.
(B) She is not fluent in another language.
(C) She did not get the classes she needed.
(D) She will graduate later than she expected.
- 26 (A) The dorms are not a good place to live.
(B) The man should hurry to get a space in the dorm.
(C) The man should take his time to decide where to live.
(D) The dormitories are full
- 27 (A) He does not see the woman very often.
(B) He spends a lot of time at the library.
(C) He had to return some books to the library.
(D) He has not been studying for his classes.
- 28 (A) Live in an off-campus dormitory
(B) Ask her roommate to search for housing online
(C) Find information on a school website
(D) Go to a real estate agency
- 29 (A) Prepare for another exam
(B) Study for the test alone
(C) Study with the man
(D) Meet a different study group
- 30 (A) She caught a cold from the rain.
(B) She did not have any electricity.
(C) She overslept because of the blackout.
(D) She did not know she had to write a paper.

Part B

In Part B, the examinee will hear longer conversations, each followed by several questions. The conversations and questions will not be repeated. After hearing a question, the examinee will read the four possible answers in the test book and select the **one** best answer to the question.

31. What are the speakers mainly discussing?
(A) Their schedules for the semester
(B) Signing up for a Chemistry elective
(C) Registration procedures
(D) Professors in the Chemistry Department
32. What can be inferred about the woman?
(A) She originally wanted to take Pharmacology.
(B) She thinks Pharmacology is too difficult.
(C) She doesn't like the pharmacology teacher.
(D) She is a freshman in college.
33. What is the woman probably going to do next?
(A) Go for lunch with the man
(B) Drop her Chemical Engineering 2 class
(C) Check the course schedule for a required class
(D) Enroll in Food Engineering
34. What is the relationship between the speakers?
(A) The man and the woman work for the Chemistry Department.
(B) The man wants the woman to switch to Chemistry.
(C) The man is helping the woman with her Chemistry subjects.
(D) They are both getting a degree in Chemistry. *
-
35. What is the woman's problem?
(A) She doesn't have time to finish her report.
(B) She doesn't have a place to finish her report.
(C) She is having trouble understanding the assignment.
(D) She does not like her roommate.
36. Why can't the woman study in her room?
(A) The room is too dirty.
(B) Her roommate is too noisy.
(C) She does not have a desk.
(D) She needs to use the books at the library.
37. What can be inferred about the woman's roommate?
(A) She goes to bed early.

- (B) She is not easy to talk to.
(C) She cannot sleep unless the room is clean.
(D) She does not get along with the woman.

38. What will the man and woman probably do next?
(A) Go to a library which stays open until late
(B) Go to his room so she can finish the report
(C) Help the woman's roommate clean the room
(D) Look for a student center that is open

Part C

In Part C, the examinee will hear several talks, each followed by some questions. The talks and the questions will be spoken just one time; they will **not** be written out. After hearing a question, the examinee will read the four possible answers in the test book and select the **one** best answer to the question.

39. What is the main topic of the lecture?
(A) Effects of global warming on agriculture
(B) The characteristic of the Mayan civilization
(C) A major drought in Central America
(D) The reason the Mayan civilization fell apart
40. According to the professor, how long did the Mayan civilization last?
(A) On and off for 100 years
(B) Around 700 years
(C) Under 900 years
(D) Over 1000 years
41. According to the lecture, what did scientists analyze in their study of the Mayan civilization?
(A) Sediment samples from the Cariaco Basin
(B) Climate patterns in the Caribbean region
(C) Irrigation systems of ancient civilizations
(D) Ancient artifacts from the Yucatan Peninsula
42. What will the students most probably do next?
(A) Read an article about the Mayan civilization
(B) Listen to a lecture about technology
(C) Analyze data about climate change
(D) Discuss the validity of a new theory
-
43. What is the talk mainly about?
(A) Early American quilts
(B) Quilt construction methods
(C) Use of quilts in Siberia
(D) The popularity of quilts in America
44. According to the speaker, why were quilts made

by the Siberians?

- (A) The materials for quilt-making were plentiful in Siberia.
- (B) The craft originated in Siberia and was handed down to later generations.
- (C) They were ideal for the weather conditions the Siberians lived in.
- (D) They were admired by the Siberians for their decorativeness.

45. What is a common characteristic of the signature and crazy quilts?

- (A) They were more expensive than other types of quilts.
- (B) They were very colorful and unique.
- (C) They had hexagonal or diamond-shaped patterns.
- (D) They were usually made by more than one person.

46. What will the professor probably do next?

- (A) Discuss album and crazy quilts
- (B) Show some samples of quilts
- (C) Give the class a quiz
- (D) Dismiss the class.

47. What is the professor mostly talking about?

- (A) Influential poets of the twentieth century
- (B) The life and works of a famous poet
- (C) The development of a new literary style
- (D) The influence of poetry on young people

48. What is Brooks most known for?

- (A) She was the first African-American to win a prestigious award.
- (B) She changed her writing style several times during her career.
- (C) She was the youngest person to ever write a poem.
- (D) She started a new literary movement.

49. What is the "black aesthetic" mentioned in the lecture?

- (A) An award for exceptional black writers in the United States
- (B) A book about the Black Arts Movement
- (C) A form of decoration using African art
- (D) A style of writing from the African-American's point of view

50. What will the class most likely do next?

- (A) Leave the classroom
- (B) Begin group presentations
- (C) Read some poems
- (D) Write a short poem

Section 2 Structure & Written Expression

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example

Most American families _____ at least one automobile.

- (A) have
- (B) in
- (C) that
- (D) has

The sentence should read, "Most American families have at least one automobile." Therefore, you should choose (A).

1 Vassar College ----- the first women's baseball team.

- (A) to have
- (B) having
- (C) had
- (D) it had

2 Nebraska gets ----- from the Platte River, an Indian word meaning "flat water."

- (A) named
- (B) its name
- (C) its name is
- (D) for its name

- 3 Physical activity is ----- to use food energy.
(A) for an important way
(B) a way is important
(C) an important way
(D) important way
- 4 -----, the most powerful ones portrayed complex subtleties of character.
(A) Among Henry James' works
(B) Henry James and among his works
(C) Among his works, Henry James
(D) Henry James' works are among
- 5 ----- bouts of poor health and mental illness, Ernest Hemingway won the Nobel Prize for Literature.
(A) That
(B) Despite
(C) If
(D) When
- 6 Neither the American people ----- elected officials at first wanted to intervene in World War II.
(A) or
(B) but not
(C) nor
(D) and
- 7 A large ship is able to float due to water displacement, ----- actually less likely to sink than a smaller vessel.
(A) it is
(B) and it is
(C) it
(D) but is
- 8 The natural habitat for aquatic life has decreased because flooding has caused riverbanks -----.
(A) erode
(B) is eroding
(C) eroded
(D) to erode
- 9 Sterling silver is not pure silver, meaning that --- -- well with other metals to form a durable alloy.
(A) is mixed
(B) mixing it
(C) it mixed
(D) it mixes
- 10 The Martin Luther King, Jr. National Historic Site is located in Atlanta, ----- King was born and buried.
(A) which
(B) where
(C) that
(D) when
- 11 ----- chasing prey, the cheetah can reach speeds of up to seventy miles per hour.
(A) When they
(B) When
(C) Though
(D) It is
- 12 Before it was broken up in an antitrust case, Standard Oil was ----- than any other company in the world.
(A) its large
(B) largest company
(C) larger
(D) larger is
- 13 The pancake is one of the most versatile, popular, and ----- breakfast foods in the United States.
(A) taste
(B) tasty
(C) tastiest
(D) it is tasty
- 14 An amino acid, -----, is the building block of all proteins.
(A) a compound simple organic
(B) is a simple organic compound
(C) that a simple organic compound is
(D) a simple organic compound
- 15 ----- the end of the First World War were women given the right to vote in the United States.
(A) Until
(B) Not before
(C) Not until
(D) Since

- 40 (A) Even for nutritionists, it is difficult to decide
(B) that is necessary for (C) a person's
(D) recommended daily intake.

Reading Comprehension

On this section of the TOEFL paper test, you will have 5 TOEFL readings which have approximately 10 questions each--for a total of 50 TOEFL questions. You will have 55 minutes to complete the section.

Questions 1 - 10

Prior to the signing of the Declaration of Independence, the education system in the United States was available to the wealthy and only in certain areas. However, some of the signatories of the Declaration began clamoring for a truly public education, one that children of all backgrounds could benefit from. Public education reformers believed that making education available to all would create a better society and reduce crime and poverty. Thus, with greater emphasis placed on education, public schools became more prevalent in the early nineteenth century. As public education became more readily available, funding for public schools was generous and a free textbook system was implemented. In spite of these efforts, children rarely attended school beyond elementary school. Only two percent of the school-age population attended intermediate or middle school, and only one percent attended high school. Many school-age children in intermediate and secondary schools left school to work.

The development of cities, however, changed the public's perception of secondary education. It made schools more accessible to children. In the middle of the nineteenth century, for example, elementary schools became more widespread. Technological advancements such as the invention of the telephone reduced the number of youngsters working as messengers. Consequently, more children were able to attend schools. Children seeking jobs that required less physical labor needed more education. As these educated children reached adulthood in the latter part of the nineteenth century, they wanted their children to have the opportunity to receive better education. These conditions became an impetus for a change in the curriculum, which had remained the same since the early nineteenth century.

1. What is the main topic of this passage?
(A) Growth of public education
(B) Technological developments
(C) Changes in the curriculum
(D) Development of cities

2. It can be inferred from the passage that Americans initially considered education to be
 - (A) too expensive
 - (B) less important than work
 - (C) inadequate
 - (D) discouraging
3. It can be inferred from the passage that the amount of education adults received
 - (A) did not have any impact on their children's education
 - (B) increased the likelihood that their children would go to school
 - (C) determined whether or not a child would enter the work force
 - (D) affected the supervision of public schools
4. The word **impetus** in paragraph 2 is closest in meaning to
 - (A) stimulus
 - (B) transformation
 - (C) depressant
 - (D) contraction
5. The word **clamoring** in paragraph 1 is closest in meaning to
 - (A) yelling
 - (B) lobbying
 - (C) nestling
 - (D) rushing
6. The word **prevalent** in paragraph 1 is closest in meaning to
 - (A) expensive
 - (B) modern
 - (C) effective
 - (D) common
7. The word **perception** in paragraph 1 is closest in meaning to
 - (A) sensation
 - (B) wonder
 - (C) consciousness
 - (D) understanding
8. Which of the following is true of intermediate and secondary public schools in the early nineteenth century?
 - (A) They were attended by a small fraction of the school-age children.
 - (B) They needed more generous funding from government.
 - (C) Their reforms did not include the textbook system.
 - (D) The students who attended worked at part-time jobs.
9. The author cites all of the following as having contributed to higher attendance in public schools EXCEPT
 - (A) The invention of communications equipment
 - (B) The need for skills at jobs that needed less physical effort
 - (C) The increase in income levels
 - (D) The growth and evolution of cities
10. What will the paragraph after the passage likely discuss?
 - (A) Curriculum in public schools
 - (B) Private education
 - (C) Developments of cities
 - (D) Advancements made in technology

Questions 11 – 20

During the American colonial period, lawyering was not generally regarded as an important vocation. As such, lawyers were few in number. Citizens of that time regarded lawyers as neither terribly professional nor profoundly equipped with knowledge. Some were even insulted or vilified. However, as society became increasingly complicated and the dangers of social evil became ever more apparent, people realized that they needed lawyers who could handle civil conflicts. Soon, even their critics began to acknowledge their necessity.

There were no law schools in the southern region of the United States at the time, so a number of people who were interested in studying law went to England. Most of them went to an institute called the 'Inns of Court,' which was not a formal school but was a practical part of the English law system. Americans who paid tuition to this institute were largely satisfied and considered their training fruitful, even though they later helped with work of little or no value such as the implementation of clerkship, or became an apprentice to an established lawyer.

Meanwhile, in America, it had become the policy to appoint lawyers for each state and oblige them to handle cases in regional courts. Lawyers were being given respect and power, and most were accorded a position in the Association of American Lawyers. This association was shaping up to have a very hierarchical system, and the ranking of lawyers eventually ascended from those operating on a civic level to those who practiced in federal jurisdictions. Major lawyers of the era soon became a powerful voice in their communities. For example, when the new American nation was founded, many lawyers contributed to enacting the Declaration of Independence and writing the Constitution. There were a number of eminent lawyers among these American founders, including Thomas Jefferson and Samuel Adams.

11. What does the passage mainly discuss?
- (A) Educational options for lawyers in the U.S. during the colonial period
 - (B) Changes in the role of American lawyers in the colonial era
 - (C) Original dominance of British law over the American system
 - (D) How the U.S. legal system contributed to founding a new nation

12. The word **some** in the passage refers to

- (A) lawyers
- (B) people
- (C) critics
- (D) citizens

13. It can be inferred from the passage that
- (A) there was less need for lawyers in the North
 - (B) people in the North preferred American schools
 - (C) there were probably several law schools in the North
 - (D) the cost of living was more expensive in England

14. According to the passage, American lawyers studying law at the 'Inns of Court' largely
- (A) assisted in major legal cases
 - (B) spent many hours in research
 - (C) carried out small tasks or apprentice work
 - (D) performed difficult duties on behalf of their instructors

15. According to the passage, what were the 'Inns of Court'?
- (A) Practical legal institutions
 - (B) Formal law schools
 - (C) Residences for lawyers
 - (D) Hotels for legal apprentices

16. The word **established** in the passage is closest in meaning to
- (A) educated
 - (B) qualified
 - (C) set up
 - (D) determined

17. The word **oblige** in the passage is closest in meaning to
- (A) assist
 - (B) compel
 - (C) trouble
 - (D) profit

18. The word **accorded** in the passage is closest in meaning to
- (A) freshened
 - (B) donated
 - (C) granted
 - (D) registered

19. Which of the following statements about the Association of American Lawyers is true?
- (A) It was organized to help give lawyers greater respect and power.
 - (B) Its ranking system signified the growing power of lawyers in the United States.

- (C) It required lawyers to be responsible for regional court cases.
- (D) Its hierarchical organization was established by lawyers who practiced in federal jurisdictions.

20. In line 19, what is the author's purpose in mentioning the Declaration of Independence?

- (A) To show that the status of lawyers had become such that they played a role in the founding of America
- (B) To explain that the founding document of the United States could not have been written without lawyers
- (C) To cite an example of a document that was enacted by members of the Association of American Lawyers
- (D) To illustrate the importance of having a legal basis in the writing of founding documents

Questions 21 – 30

Stained glass was first used by wealthy Romans in their villas and palaces in the first century AD. Stained glass was considered a luxury rather than an artistic medium back then. By the ninth and tenth centuries, as the demand for churches increased, so did the production of decorative stained glass windows. First used in European religious panels in the twelfth century, stained glass witnessed its greatest diversity in design, style, and palette during the Gothic period. Its use was expanded during the Renaissance period of art revival and began to be used in some non-church construction. This diversity in approach combined with the skilled artistry elevated the medium to a position of **unsurpassed** preeminence.

The process of making stained glass has changed little in the past thousand years. Stained glass artisans first make a full scale working drawing called a cartoon. The glass is then cut, guided by a pattern made from the cartoon. To give the glass different color effects, details such as hands and faces are painted. **It** is then exposed to high temperatures to seal the paint. The complicated job of leading, an elaborate procedure combining the glass with strips of bendable metal, comes next. The lead is then sealed or 'cemented' with a special **mixture** and the window can be installed into a space in the wall.

The colored 'see-through' type of stained glass is known today as cathedral stained glass. This was originally clear glass that had a colored stain applied to it. A new method had the stain incorporated into the glass by adding metals and minerals to the molten glass, resulting in a tinted glass. Stained glass made a major advancement in the late 1800's and early 1900's when American glassmakers expanded upon ~~the~~ European cathedral glass by making a **translucent** 'milky' glass known as opalescent glass.

- 21. What does paragraph 3 mainly discuss?
 - (A) How to make stained glass
 - (B) Advancements in the glass-making industry
 - (C) The use of stained glass in cathedrals
 - (D) Different types of stained glass
- 22. According to the passage, what caused the increase in the production of stained glass?
 - (A) A greater diversity in design and style
 - (B) The increased use of stained glass windows

- in the home
(C) Technological advancements in stained glass
(D) A rise in the number of churches
23. The word **unsurpassed** in the passage is closest in meaning to
(A) unique
(B) unrivaled
(C) unprecedented
(D) extended
24. What can be inferred about stained glass from paragraph 1?
(A) Stained glass demand fell after the 10th century.
(B) Stained glass was commonly found in early Rome.
(C) The Gothic Era was the height of stained glass innovation.
(D) Opalescent glass was used to decorate European churches.
25. The word **It** in paragraph 2 refers to
(A) glass
(B) color
(C) paint
(D) cartoon
26. All of the following are steps in the process of making stained glass EXCEPT
(A) cutting glass
(B) leading
(C) mixing
(D) drawing
27. The word **mixture** in the passage is closest in meaning to
(A) collection
(B) bulk
(C) disposition
(D) compound
28. In paragraph 3, the word **translucent** is closest in meaning to
(A) opaque
(B) bright
(C) fluid
(D) clear
29. Which of the following is NOT used in the typical process of making stained glass?
(A) Bendable metal
(B) A cartoon
(C) Special cementing mixture
(D) A compound of minerals
30. The author organizes the discussion of stained glass by
(A) comparing different types of stained glass
(B) explaining the uses of stained glass
(C) describing its chronological development
(D) providing details about different processes

Questions 31 - 40

Around the twentieth century, modern dance appeared as part of the avant-garde movement. Avant-garde dance was an experimental expression. It did not require dancers to perform in conventional ballet costumes, but rather allowed them to wear casual clothes such as T-shirts and jeans in order to communicate the feeling of everyday life. Most importantly, avant-garde dance was often performed in the park, the church, or the street, unlike traditional dance which is highly structured and only performed in official places such as concert halls.

Indeed, the basic formats of traditional and modern dance were remarkably different. The traditional approach required a systematic form and story to the dance, which was almost always produced by choreographers. Modern dance, on the other hand, needed only music and relied for the most part on improvised material. Occasionally, it did not even require that, and could at times take on the form of a mime or interpretive dance. Avant-garde dance appealed to various kinds of audiences, including those who were not knowledgeable or refined patrons of the arts. Thus, whoever was interested in art and had an open mind could enjoy avant-garde dance.

An important stylistic difference in avant-garde dance is the way dancers choose to express themselves. They could talk during the dance performance or even sweep the place clean. Dance companies and individual performers found new ways to incorporate their art in a broader performing context. One way in which this was reflected was in their choice of company names. Before the avant-garde movement, troupes were largely named after their resident choreographer. Traveling shows commonly bore names like 'Zefereilli's Dance Company' or 'The Radoyanov Ballet Troupe.' However, after the development of the movement, they took on their own titles, such as 'Acme.' With this step, emphasis on the role of the choreographers was minimized.

31. What is the main topic of this passage?
- (A) Triumph of avant-garde dance over traditional ballet
 - (B) Characteristics of avant-garde dance
 - (C) Cultural movements behind avant-garde dance
 - (D) Avant-garde art forms in the twentieth century

32. Avant-garde dance was LEAST likely to be

- performed in
- (A) concert halls
- (B) parks
- (C) churches
- (D) warehouses

33. According to the passage, which of the following was a characteristic of dance prior to the avant-garde movement?

- (A) It was not reliant upon music.
- (B) It followed well-structured forms.
- (C) Dance troupes were named freely.
- (D) Costumes included casual street wear.

34. The word **improvised** in paragraph 2 is closest in meaning to

- (A) new
- (B) unique
- (C) interesting
- (D) unplanned

35. According to the passage, people who enjoyed avant-garde dance

- (A) hated traditional art forms
- (B) loitered around the streets
- (C) were not necessarily experts in art
- (D) had a fairly closed mind

36. The word **incorporate** in paragraph 3 is closest in meaning to

- (A) integrate
- (B) change
- (C) enter
- (D) reduce

37. It can be inferred from the passage that prior to the avant-garde movement choreographers were

- (A) important
- (B) insignificant
- (C) prosperous
- (D) rare

38. The word **minimized** in paragraph 3 is closest in meaning to

- (A) reduced
- (B) eliminated
- (C) destroyed
- (D) enhanced

39. The word **that** in the passage refers to

- (A) modern dance
- (B) music
- (C) improvised material
- (D) mime

40. That performers could talk during a performance

indicates which of the following about avant-garde dance?

- (A) It did not require excellence from its dancers.
- (B) It allowed for greater freedom of expression.
- (C) It encouraged good relationships between dancers.
- (D) It was in an early stage of development.

Questions 41 - 50

World fairs were held to exhibit a country's technological and scientific progress, and allowed its citizens to feel a kind of collective faith in the merit of their national innovations. The first world fair was held in London in 1851, introducing the era of world fairs to the United States. From 1853 to 1854, the Crystal Palace Exhibition was held in New York City, marking America's first world fair, which, unfortunately, failed to draw many spectators.

The New York fair was followed by the Centennial International Exhibition in Philadelphia in 1876, which launched the tradition of hosting a world fair to commemorate the anniversary of American independence. Fairs continued to be held all over the country right up until the outbreak of World War II. The New York World Fair held from 1939 to 40 proved to be another disappointment for the city, as its timing coincided with that of the onset of war.

The next world fair held in Brussels in 1958 was rife with Cold War symbolism. The United States followed suit in 1962 with the Century 21 Exposition in Seattle, Washington. This fair was an enormous success and inspired a number of smaller exhibitions all over the country. Fairs became focused on thematic concepts rather than universal concepts. However, the Knoxville Fair of 1982 was a blow to fairs all over the nation because of its corrupt management. When the New Orleans Fair ended in financial disaster two years later, the legacy of world fairs was permanently damaged. In time, the increasing popularity of family theme parks, such as Disney World in 1971, took the place of the world fair as a platform for technological marvels and innovation. However, it could be argued that this transition was inevitable as attention focused on entertainment for children, which brought in huge profits and led to the development of theme parks all across the nation.

41. What does the passage mainly discuss?
- (A) The legacy of world fairs
 - (B) The rise in popularity of world fairs
 - (C) The history of world fairs in the United States
 - (D) The profitability of world fairs
42. The word **faith** is closest in meaning to
- (A) confidence
 - (B) credit
 - (C) persuasion
 - (D) advance

43. The word **spectators** in the passage is closest in meaning to
(A) janitors
(B) exhibitors
(C) viewers
(D) purchasers
44. The word **commemorate** in the passage is closest in meaning to
(A) remind
(B) decorate
(C) celebrate
(D) award
45. It can be inferred from the passage that World War II had what influence on world fairs?
(A) It generated disinterest in world fairs for twenty years.
(B) It increased the amount of funding available.
(C) It attracted larger crowds to the exhibitions.
(D) It put an end to world fairs.
46. The phrase **rife with** in the passage is closest in meaning to
(A) lacking in
(B) coupled with
(C) without
(D) full of
47. According to the passage, which of the following fairs was the most successful?
(A) The Philadelphia Fair held in 1876
(B) The New York City Fair of 1853 to 1854
(C) The Knoxville Fair of 1982
(D) The Seattle Fair of 1962
48. Why was the fair held in Seattle important?
(A) It made the most profit.
(B) It started a trend for holding local fairs.
(C) It attracted the largest number of people.
(D) It was plagued by corruption.
49. It can be inferred from the passage that the New Orleans World Fair
(A) was the last world fair held in the United States
(B) earned a substantial profit
(C) had its fair grounds completely demolished
(D) influenced the trend toward theme parks
50. According to the passage, why were American fairs replaced by theme parks?
(A) Lack of public interest
(B) Post-war isolationist sentiment
(C) Corrupt management and financial deficiency
(D) Increased focus on thematic concepts