

13. Look at the four letters (**A**, **B**, **C**, and **D**) that indicate where the following sentence could be added to the passage in paragraph 6.

This is the criterion emphasized by Darwin's theory of evolution by natural selection.

Where would the sentence best fit?

Impacts by meteorites represent one mechanism that could cause global catastrophes and seriously influence the evolution of life all over the planet. **(A)** According to some estimates, the majority of all extinctions of species may be due to such impacts. **(B)** Such a perspective fundamentally changes our view of biological evolution. **(C)** The standard criterion for the survival of a species is its success in competing with other species and adapting to slowly changing environments. **(D)** Yet an equally important criterion is the ability of a species to survive random global ecological catastrophes due to impacts.

actually make a mess of the investigation, which you'll see repeated—um, you'll see this pattern repeated, particularly in the Sherlock Holmes stories of a few years later where, uh, Inspector Lestrade, this well-meaning idiot, is always countered, uh, by Sherlock Holmes, who's a genius.

So, now Cuff arrives. Cuff is the man who's coming to solve the mystery, and again he has a lot of the characteristics that future detectives throughout the history of this genre will have. He's eccentric. He has a hobby that he's obsessive about—in this . . . in his case, it's the love of roses. He's a fanatic about the breeding of roses; and here think of Nero Wolfe and his orchids, Sherlock Holmes and his violin, a lot of those later classic detective heroes have this kind of outside interest that they . . . they go to as a kind of antidote to the evil and misery they encounter in their daily lives. At one point, Cuff says he likes his roses because they offer solace, uh, an escape, from the world of crime he typically operates in.

Now, these detective heroes . . . they have this characteristic of being smart, incredibly smart, but of not appearing to be smart. And most importantly, from a kind of existential point of

Key to Listening section:

1. c
2. c
3. a, b
4. d
5. d
6. c
7. d
8. b
9. c
10. a
11. a

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The Northfield College Student Association recently decided to make a new purchase. Read the following announcement in the college newspaper about the decision. (Reading time in an actual test would be 45-50 seconds.)

Good News for Movie Fans

The Student Association has just purchased a new sound system for the Old Lincoln Hall auditorium, the place where movies on campus are currently shown. By installing the new sound system, the Student Association hopes to attract more students to the movies and increase ticket sales. Before making the purchase of the new equipment, the Student Association conducted a survey on campus to see what kind of entertainment students liked best. Going to the movies ranked number one. "Students at Northfield College love going to the movies" said the president of the Student Association, "so we decided to make what they already love even better. We're confident that the investment into the sound system will translate into increased ticket sales."

But the broad definition says an object doesn't have to be modified to be considered a tool. The broad definition says a tool is any object that's used to perform a specific task. For example, an elephant will sometimes use a stick to scratch its back . . . it just picks up a stick from the ground and scratches its back with it . . . It doesn't modify the stick, it uses it just as it's found. And it's a tool, under the broad definition, but under the narrow definition it's not because, well, the elephant doesn't change it in any way.

Question: Using points and examples from the talk, describe the two different definitions of tools given by the professor.

Preparation Time: 20 seconds

Response Time: 60 seconds

READING PASSAGE

Critics say that current voting systems used in the United States are inefficient and often lead to the inaccurate counting of votes. Miscounts can be especially damaging if an election is closely contested. Those critics would like the traditional systems to be replaced with far more efficient and trustworthy computerized voting systems.

In traditional voting, one major source of inaccuracy is that people accidentally vote for the wrong candidate. Voters usually have to find the name of their candidate on a large sheet of paper containing many names—the ballot—and make a small mark next to that name. People with poor eyesight can easily mark the wrong name. The computerized voting machines have an easy-to-use touch-screen technology: to cast a vote, a voter needs only to touch the candidate's name on the screen to record a vote for that candidate; voters can even have the computer magnify the name for easier viewing.

Another major problem with old voting systems is that they rely heavily on people to count the votes. Officials must often count up the votes one by one, going through every ballot and recording the vote. Since they have

to deal with thousands of ballots, it is almost inevitable that they will make mistakes. If an error is detected, a long and expensive recount has to take place. In contrast, computerized systems remove the possibility of human error, since all the vote counting is done quickly and automatically by the computers.

Finally some people say it is too risky to implement complicated voting technology nationwide. But without giving it a thought, governments and individuals alike trust other complex computer technology every day to be perfectly accurate in banking transactions as well as in the communication of highly sensitive information.

LECTURE TRANSCRIPT

(Narrator) Now listen to part of a lecture on the topic you just read about.

(Female professor) While traditional voting systems have some problems, it's doubtful that computerized voting will make the situation any better. Computerized voting may seem easy for people who are used to computers. But what about people who aren't? People who can't afford computers, people who don't use them on a regular basis—these people will

Secondly, computers may make mistakes as the people do. As computers are programmed by the human beings, thus errors are inevitable in the computer system. Problems caused by computer voting systems may be more serious than those caused by people. A larger number of votes might be miss counted or even removed from the system. Furthermore, it would take more energy to recount the votes. Again this contradicts what is stated in the reading which stated that only people will make mistakes in counting.

Thirdly, computerized voting system is not reliable because it has not reached a stable status. People trust computers to conduct banking transactions because the computerized banking system is being used daily and frequently and has been stable. However, the voting does not happen as often as banking thus the computerized voting system has not been proved to be totally reliable.

All in all, not everyone can use a computer properly, computer cause mistakes and computerized voting system is not reliable are the main reasons why computerized voting system can not replace the traditional voting system.

the writer occasionally affect the clarity of the content that is being conveyed: "results one or two counting error in number . . . an error in the program code could cause tramendous error in number" and "use them every 2 years nationally and some other rare events." However, it should be noted that in these cases, a reader can derive the intended meaning from the context.

Due to the more frequent language errors that on occasion result in minor lapses of clarity and due to minor content omission especially in the coverage of the first lecture point, the response cannot earn the score of 5. At the same time, since the language errors are generally minor and mostly do not interfere with the clarity of the content and since most of the important information from the lecture is covered by the writer, the response deserves a higher score than 3. It meets the criteria for the score of 4.

QUESTION 2, RESPONSE A, SCORE OF 5

I remember every teacher that has taught me since I was in Kindergarten. If a friend wants to know who our first grade teacher was in elementary school, all they have to do is ask me. The teachers all looked very kind and understanding in my eyes as a child. They had special relationships with nearly each and every one of the students and were very nice to everyone. That's the reason I remember all of them.

A teacher's primary goal is to teach students the best they can about the things that are in our textbooks and more important, how to show respect for one another. They teach us how to live a better life by getting along with everyone. In order to do that, the teachers themselves have to be able to relate well with students.

My parents are teachers too. One teaches Plant Biology and one teaches English, but that's not the reason I'm calling them "teachers." They are teachers because they teach me how to act in special situations and how to cooperate with others. I have a brother, and my parents use different approaches when teaching us. They might scold my brother for surfing the internet too long

were eager to learn already booked in. He won the Apples prize (it's given to a noticed teacher annually) a couple of times and that enabled students to firmly believe in his way of teaching.

Thirdly, teachers are responsible for conceding their knowledge to their next generation. Teachers already had an experience of getting advantaged education from college. Teachers should not let that privilege become useless and workless. We all learn because we want to become the better person that this world needs. Students will also eventually grow up to be influencing other people and teachers should voluntarily be their students' role models.

For conclusion, I think the most important quality a teacher must have is an excellent knowledge of the subject they teach, not an ability to relate well with their students.

Score explanation

This is a more traditional-looking essay that is organized with a point of view in the first paragraph stating the writer's disagreement with the writing prompt, followed