



新托福系列丛书

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# 新托福

# 全真模拟

# 测试题集

**iBT TOEFL**  
**Complete Tests**

(美) Howard·Lynn·Jessop (审)

主编 姜登桢 侯新民

世界图书出版公司

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(美) Howard · Lynn · Jessop (审)

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# 前 言

托福考试(TOEFL)由美国教育考试服务中心(ETS)开发,用于测试母语为非英语的考生在校园环境中理解和使用英语的能力。托福考试是一种标准化英语水平测试。目前全球各地约有4500多所大专院校和相关机构要求学生入学时提供托福考试成绩。托福成绩也是获取奖学金的重要条件之一。对于准备出国深造的人,托福成绩将是获得签证的重要依据。

托福在中国已有二十多年的历史,从2005年开始,托福考试作了一系列重大改革。改革后的托福测试,在时间、题型、考试方式及计分方法等方面都有相应变化。为了帮助参加托福考试的考生尽快熟悉新的托福考试,掌握必要的应试技巧,提高应试能力,我们特编写了这套新托福考试系列丛书。这套丛书由《新托福考试综合指南》、《新托福听力突破》、《新托福阅读突破》、《新托福写作突破》、《新托福口语突破》、《新托福全真模拟试题集》六册构成。

这套丛书的特点有以下几个方面:

## 1. 循序渐进,由易到难

本套丛书,除《新托福全真模拟试题集》外,每册均有托福试题简介(包括试题形式、内容、要求等)、基本功训练、专项训练及讲解、应试技巧及模拟测试等部分组成。语言简明扼要,深入浅出、内容由易到难,循序渐进。考生可以逐步了解考试全貌,并逐步提高应试能力。

## 2. 内容丰富,覆盖面广

本套丛书,包括了托福考试的方方面面,既有听、说、读、写,又有全真模拟试题集。考生可先进行单项训练,再进行专项训练,最后进行综合模拟测试训练,以期达到扎实的语言基本功和较高的语言运用能力。

## 3. 有的放矢,实用性强

本套丛书主要针对托福考试的四个部分,即听、说、读、写的内容、任务、要求进行细致的讲解,所提供的应试策略方向明确,易于操作,实用性强。

本套丛书选用的资料涉猎英国、美国、加拿大及澳大利亚等国家的社会、文化、历史等方面。资料来自英语国家的多种媒体,如广播、报纸、杂志等。

本套教材不但有助于在短期内提高托福考生的应试能力,同时也可以作为英语专业学生的专项训练丛书。

参加本套丛书编写的人员都是长期从事英语出国考试研究与教学工作的一线骨干教师,他们对托福应试培训有着丰富的经验。

由于我们的时间和水平有限,在编写上难免有疏漏和不足之处,恳请广大读者和同行提出宝贵意见,以便日后对本套书作出修订,使之更加完善。

编 者

2008年1月2日

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## Chapter One

### A Brief Introduction to iBT TOEFL

#### 新托福考试简介

托福考试 (TOEFL-The test of English as a Foreign Language) 由美国教育考试服务中心 (ETS-Educational Testing Service) 开发, 用于测试母语为非英语的考生在北美学术环境当中, 例如大学校园环境中, 理解和使用英语的能力, 是在全世界举行的一项英语水平测试。目前美国、加拿大、欧洲、大洋洲以及东南亚的一些国家和地区, 约有 6000 余所大专院校、职业学校和相关机构要求考生入学时提供托福考试成绩。

新托福 (iBT-The Internet-based TOEFL) 考试于 2005 年 9 月在美国、加拿大以及欧洲一些国家推出, 2006 年 8 月在中国开始实施。

新托福考试通过互联网的方式进行, 旨在全面并动态测试考生在学术环境中的理解、应用和交际能力。

#### 新托福考试的主要特点

- 考试结构和设计源于大量研究工作
- 考试中使用的文章和语言模拟大学真实场景
- 试题综合听、说、读、写四项语言技能, 综合考查交际能力, 不包括单纯的语法测试
- 成绩报告提供考生考试重要信息, 说明指出考生语言能力的优势和弱势
- 通过互联网进行, 提供在线学习服务

#### 考试内容和形式

新托福考试采用真实场景 (例如: 模拟大学校园中的动态和交互式环境), 试题对考生的阅读、听力、口语、写作四项英语语言能力进行综合测试。考生可充分展示使用英语进行交流的能力。

新托福考试采用的语言内容和语言场景来自北美大学校园中的诸多学习场景, 语言真实, 主题涉及教育、人文、商业、工程技术、自然科学和社会研究等六大类。

新托福考试通过互联网进行, 考试采取机考形式。新托福考试的考试时间和各部分试题数目都是固定的。但该考试不采用计算机适性出题的方式, 即题目难度与上一题回答是否准确无关。

#### 新托福考试的各部分简介

##### 阅读部分:

• iBT 考试阅读部分考试时间 60 分钟, 包括 3 篇文章, 每篇词汇量约为 650 - 750, 每篇对应 11 至 13 道试题, 疑难词并附有英文注释。

· 题目类型包括：主旨大意题、词汇题、指代关系题、插入文本题、事实信息题、推论题、修辞目的题、变换措辞题、图表题和篇章总结题

· 在完成试题的过程中，考生可以使用“复查”功能瞬间找出没有回答的题目，而不必每道题都过一遍。

· 除了图表题和篇章总结题之外，每道题的分值都是1分，图表题和篇章总结题每题的分值可能是2、3或4分。

· 阅读部分的时间约为60分钟，要求20分钟完成每篇阅读材料及其试题。

· 阅读部分分数范围是0-30。

### 听力部分：

· 包含两段对话(conversation)和四段课堂演讲(lecture)。每个部分涉及2个或2个以上的说话者，对应5至6道试题。

· 题目类型包括：主旨大意题、重放题、表格题和细节题

· 听力部分共包括34道试题。总答题时间20分钟。每个对话是2-3分钟，每段演讲是4-6分钟。

· 考生可以在听录音的过程中做笔记帮助答题。

· 听力部分分数范围是0-30。

### 口语部分：

· 本部分共有6题，包括两道独立口语题和四道综合技能题，总时间约为20分钟。

· 第1题和第2题为独立回答题，准备时间为15秒，回答问题时间为45秒。问题会被朗读出来，同时会出现在屏幕上。第一道题要求考生根据自己的经历发表一段有人物、事件、场所和经过的口头表述，第二道题要求考生在两个选项中选择一个并作答。

· 第3题和第4题以阅读和听力材料为基础，要求考生回答相关问题。

通常第3题是校园情景题，阅读材料为有75-100个单词的一个自然段，阅读材料的时间是45秒；听力材料是两个学生的对话，是对阅读材料中提出的问题的评论，长度为60-90秒。

通常第4题是学术题，阅读材料为有75-100个单词的一个学术性材料，阅读时间为45秒；听力材料是教师的课堂讲解，长度为60-90秒。

考生可以在听录音的过程中做笔记来帮助答题。答题时，考生有30秒的准备时间，60秒的回答问题时间。

· 第5题和第6题以听力材料为基础，要求考生回答相关问题。

听力材料一道题是情景题，是学生之间关于学习生活中涉及的任意话题的对话，长度为60-90秒；另一道是学术题，例如历史课老师在讲课，长度为90-120秒。

考生可以在听录音的过程中做笔记来帮助答题。答题时，考生有20秒的准备时间，60秒的时间回答问题。

· 口语部分分数范围是0-30。

### 作文写作部分：

· 作文部分有两道试题，包括一道以阅读和听力材料为基础的写作题和一道独立写作题，需在大约50分钟的时间内完成。

· 对于以阅读和听力材料为基础的写作试题,考生首先需要在3分钟内阅读一篇学术性的文章,然后文章隐去,接着考生需要听一段大约为1分半钟的演讲。

· 考生在写作文时可以看到在放听力材料时隐去的阅读材料。

· 考生在20分钟内写一篇150-225个单词的作文,来总结听力材料中的要点,并解释这些要点与阅读材料中的要求有何不同,不能发表个人观点。

· 考生可以在听录音的过程中做笔记帮助答题。

· 独立写作试题部分要求考生在30分钟的时间内完成一篇300个单词左右的作文,与托福写作考试(TWE)类似,要求考生根据自己的知识和经验陈述、解释并支持对待某一问题的某种看法。

· 写作部分分数范围是0-30。

为更清楚地表示听、说、读、写四部分在答题时间和内容上的安排,请考生参照下表

	时间(分钟)	内容
阅读	60	三篇文章,每篇11-13道题。
听力	20	两段对话和四段课堂演讲。每段对应5至6道试题。
口语	20	两道独立口语题,主题相对熟悉。 四道综合技能题,根据阅读和听力材料作答。
写作	20	以阅读和听力材料为基础的写作题,150
	30	独立写作题,根据题干作答,300个单词。





## Chapter Two

# Complete Tests

## 模拟测试题

### Complete Test One

#### Part 1

#### Reading

Title Reading	Options Pause Section Exit	Direction Continue	Testing Tools Review Help OK Next
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**Reading**  
**Section Directions**

The Reading section measures your ability to read and understand passages in English. You will read three passages and answer questions about them.

For most questions, you will choose the one best answer of four possible answers. These questions are worth one point each. The last question in each set is worth more than one point. The directions for this question indicate how many points you can receive.

Some passages have one or more words in bold type. For these highlighted words, you will see a definition or explanation in a glossary at the end of the passage.

Answer all questions about a passage on the basis of what is stated or implied in that passage.

You have 60 minutes to read the passages and answer all of the questions. Allow approximately 20 minutes to work on each passage.

#### Air Bag

An air bag is an inflatable cushion designed to protect automobile occupants from serious injury in the case of a collision. The air bag is part of an inflatable restraint system, also known as an air cushion restraint system (ACRS) or an air bag supplemental restraint system (SRS), because the air bag is designed to supplement the protection offered by seat belts. Seat belts are still needed to hold the occupant securely in place, especially in side impacts, rear impacts, and rollovers. Upon detecting a collision, air

bags inflate instantly to cushion the exposed occupant with a big gas-filled pillow.

A typical air bag system consists of an air bag **module**, crash sensors, a diagnostic monitoring unit, a steering wheel connecting coil, and an indicator lamp. **■** These components are all interconnected by a wiring harness and powered by the vehicle's battery. **■** Air bag systems hold a reserve charge after the ignition has been turned off or after the battery has been disconnected. **■** Since components vital to the system's operation might sit **dormant** for years, the air bag circuitry performs an internal "self-test" during each startup, usually indicated by a light on the instrument panel that glows briefly at each startup. **■**

The air bag traces its origin to air-filled bladders outlined as early as 1941 and first patented in the 1950s. Early air bag systems were large and **bulky**, primarily using tanks of compressed or heated air, compressed nitrogen gas ( $N_2$ ), freon, or carbon dioxide ( $CO_2$ ). Some of the early systems created hazardous byproducts. One particular system used gun-powder to heat up freon gas, producing phosgene gas ( $COCl_2$ )-an extremely poisonous gas.

One of the first patents for automobile air bags was awarded to industrial engineer John Hetrick on August 18, 1953. Conceived by Hetrick after a near accident in 1952, the design called for a tank of compressed air under the hood and inflatable bags on the steering wheel, in the middle of the dash-board, and in the glove compartment to protect front seat occupants, and on the back of the front seat to protect rear seat passengers. The force of a collision would propel a sliding weight forward to send air into the bags. **Many other inventors and researchers followed suit, all exploring slightly different designs, so that the exact technical trail from the early designs to the present system is impossible to note with certainty.**

In 1968, John Pietz, a chemist for Talley Defense Systems, pioneered a solid propellant using sodium azide ( $NaN_3$ ) and a metallic oxide. This was the first nitrogen-generating solid propellant, and it soon replaced the older, bulkier systems. Sodium azide in its solid state is toxic if ingested in large doses, but in automotive applications is carefully sealed inside a steel or aluminum container within the air bag system. Since the 1960s, air bag-equipped cars in controlled tests and everyday use have demonstrated effectiveness and reliability. The Insurance Institute For Highway Safety conducted a study of the federal government's Fatal Accident Reporting System using data from 1985 to 1991, and concluded that driver **fatalities** in frontal collisions were lowered by 28 percent in automobiles equipped with air bags. According to another study conducted in 1989 by General Motors, the combination of lap/shoulder safety belts and air bags in frontal collisions reduced driver fatalities by 46 percent and front passenger fatalities by 43 percent.

In response to consumers' increased safety concerns and insurance industry pressure, the federal government has forced automobile manufacturers to upgrade their safety features. First, Department of Transportation (DOT) regulations require all cars, beginning with model year 1990, sold in the United States to be equipped with a **passive restraint system**. If car manufacturers choose an air bag, then regulations require only a driver's-side system until model year 1994, when air bag-equipped cars must include passive pro-

tection on the passenger's side as well. A 1991 law requires driver and passenger air bags in all cars by the 1998 model year and in light trucks and vans by 1999.

### Glossary

**Module:** contains an inflator or gas generator and an air bag

**Passive restraint systems:** require no activation by the occupant-involve the use of automatic seat belts and/or the use of air bags

1. According to the passage, an air bag is \_\_\_\_\_.
  - A. a restraint system to supplement the protection offered by a seat belt
  - B. more effective than a seat belt in preventing most injuries
  - C. designed to detect and prevent a collision
  - D. inflatable and can hold the occupant in place the moment it detects a collision
2. According to the passage, a reserve charge is necessary when \_\_\_\_\_.
  - A. the power is turned off
  - B. the backup power has run out
  - C. the battery needs to be connected again
  - D. the power needs to be reserved for future use
3. Look at the four squares [■] that indicate where the following sentence could be added to the passage.  
**Depending on the model, the backup power supply lasts between one second and ten minutes.**  
*Circle the square [■] that indicates the best place to add the sentence.*
4. In the passage, the word **dormant** is closest in meaning to \_\_\_\_\_.
  - A. potential
  - B. dominating
  - C. useless
  - D. inactive
5. What can be inferred from the information in paragraph 3 about the early air bags?
  - A. They produced poisonous gases when heated up.
  - B. They were recognized as inventions in the 1950's.
  - C. They were filled with phosgene gas.
  - D. They were filled with poisonous gases.
6. In the passage, the word **bulky** is closest in meaning to \_\_\_\_\_.
  - A. clumsy
  - B. compressed
  - C. hazardous
  - D. tight

7. The air bags designed by John Hetrick had all of the following features **EXCEPT**
- A. A button could automatically send air into the air bag in the case of a collision.
  - B. John Hetrick once experienced an accident.
  - C. Many other inventors and researchers applied his design to their own use.
  - D. The air bags were installed at four different positions to protect the driver.
8. Which of the following sentences best expresses the essential information in the sentence below?  
(Incorrect answer choices omit important information or change the meaning of the original sentence in an important way.)
- Many other inventors and researchers followed suit, all exploring slightly different designs, so that the exact technical trail from the early designs to the present system is impossible to note with certainty.**
- A. Many inventors and researchers improved John Hetrick's air bag and it is now impossible to tell who the real designer of the present system is.
  - B. The technical problem which troubled all designers is that the designs were too similar to be distinguished from one another.
  - C. Many inventors and researchers were also awarded patents for their designs, but it is not certain how many air bag systems were invented.
  - D. Different air bags were invented after John Hetrick was awarded a patent, but it is hard to tell the technical improvement in this process.
9. The word **it** in paragraph 5 refers to \_\_\_\_\_.
- A. a solid propellant
  - B.  $\text{NaN}_3$
  - C. a metallic oxide
  - D. Sodium azide in its solid state
10. Which of the following is closest in meaning to the word **fatalities** in paragraph 5?
- A. misfortunes
  - B. injuries
  - C. deaths
  - D. accidents
11. The author cites the two studies in paragraph 5 in order to \_\_\_\_\_.
- A. demonstrate that the combination of safety belts and air bags is more effective and reliable than air-bags alone
  - B. suggest that controlled tests should be conducted on all air bag-equipped cars to ensure effectiveness and reliability
  - C. provide evidence that air bag-equipped cars are effective and reliable in preventing drive fatalities since the 1960s

D. strengthen the claim that air bags are the most effective way to prevent drive fatalities in frontal collisions

12. According to the passage, by which year should all vans be equipped with air bags?

- A. 1990.
- B. 1991.
- C. 1998.
- D. 1999.

13. Directions: Below is an introductory sentence for a brief summary of the passage. Complete the summary by writing the letters of three of the answer choices that express the most important ideas of the passage. Some of the answer choices are incorrect because they express ideas that are not given in the passage or because they express only details from the passage. This question is worth 2 points.

**The present-day air bag contains several components to guarantee its effectiveness and reliability.**

• _____
• _____
• _____

*Answer choices*

- A. Regulations and laws have been passed to ensure that automobiles install air bags.
- B. Data show that air bag-equipped cars are effective and reliable in reducing driver fatalities.
- C. Notable technical improvement can be traced from the early designs to the present system.
- D. Several pioneers have contributed to the effectiveness and reliability of air bags.
- E. Early air bags were large and might produce poisonous gas.

### **Biome**

A biome is characterized by its plant life, the types of which are determined by a location's climatic conditions, latitude, and altitude. For example, northern coniferous forests exist in sub-arctic portions of North America and Asia, but further north, the conditions are simply too harsh and the season too brief for trees to grow. Instead of trees, the short vegetation of the tundra thrives in these areas. The same phenomenon occurs with altitude, as trees **give way to** short alpine vegetation in high mountainous regions. A biome is composed of many ecosystems-smaller communities of plants and animals and their **habitats**. Whereas the boundaries of a biome are determined by climate, the boundaries of ecosystems are physical features, such as ridges or riverbanks, **that** separate one community from another. The ecosystems of a particular biome tend to have plants with similar growth forms and animals with similar feeding habits. Major terrestrial biomes include tropical rain forest, northern coniferous forest, tundra, desert, grassland, savanna, and chaparral. Although not necessarily associated with marine environments, the term biome is sometimes used by ecologists to describe marine life zones such as the littoral zone, found in shallow water; the pelagic zone in the open ocean; and the benthic zone on the ocean floor.

The tropical rain forest is the most complex biome in the world. ■ This biome is found at low elevations in the tropics where it is perpetually warm and wet. ■ Rain forests are characterized by a dense tree canopy-tree top branches and leaves that overlap with each other, creating a shaded forest interior. ■ The thick canopy allows little sunlight to penetrate, so rain forest floors have sparse ground cover. ■ The soils are nutrient-poor, and most plants are able to store what few nutrients they can absorb.

The northern coniferous forest, also known as the taiga in Russia, is found in a broad sub-arctic band across Alaska, Canada, Scandinavia, Russia, and China, where the winters are long and cold. Conifers, such as spruce, larch, and fir, are the dominant plants, but lichens and mosses are abundant too. Muskegs, or bogs, occur throughout the region.

The tundra is the treeless plain that lies north of the northern coniferous forests and on the Antarctic Peninsula in the southern hemisphere. Trees cannot survive in this biome because of the cold temperatures, high winds, and heavy snowfall, as well as the permafrost, a layer of permanently frozen subsoil. Plant life tends to grow low to the ground. In the summer, large numbers of birds migrate to the tundra to feed on insects. Other animals found in this area include reindeer, wolves, fox, voles, and lemmings. A similar biome, called the alpine biome, is found in high mountain areas around the world. Similar harsh conditions cause vegetation to grow low to the ground in alpine meadows.

Desert biomes are characterized by less than 254 mm (10 in) of annual precipitation and high temperatures. To combat this lack of moisture, desert plants have developed water-conserving features, such as leaves that are light-colored, small, thick, or waxy. Animals that live in the desert are often light-colored, blend in well with their surroundings, and are usually more active at night to avoid the blazing heat during the day.

Grassland biomes are found on every continent except Antarctica, accounting for about one quarter of the Earth's land surface. Typically found on flat or rolling terrain, grasslands tend to occur in the interior of continents where precipitation is lower. Periodic droughts occur in most grasslands, accompanied by searing heat that scorches most vegetation in the area. Grasslands are covered with grasses, sedges, and other low-growing, perennial plants. Drought, fire, and grazing by herbivores, such as bison and deer, restrict tree growth. Most grasslands have been extensively cultivated and are now regions where major crops of wheat, corn, and other grains are grown.

Tropical savannas are expansive grasslands dotted with trees. The world's largest and best-known savanna is the African savanna, which covers much of the continent south of the Sahara desert. In the African savanna, herds of animals graze on the tall grass, and giraffes browse on the trees. Other tropical savannas are found in South America, India, and Australia.

The chaparral biome is dominated by dense thickets of mostly small-leaved evergreen shrubs. It is characterized by hot, dry summers and cool, wet winters. This biome can be found in the foothills of

California and Mediterranean climate regions. Chaparral plants have adapted to the frequent fires that result from lightning and dry conditions.

### Glossary

**Habitats:** the physical parts of their environment that affect them

14. The author shows that a biome is characterized by its plant life by \_\_\_\_\_ .
- A. giving the causes why some plants thrive in certain areas but not in other areas.
  - B. giving examples of typical vegetation that dominate different biomes.
  - C. listing types of biome that have different climatic conditions, latitude and altitude.
  - D. comparing three different types of plant that bear similar biological features.
15. The phrase **give way to** in the passage is closest in meaning to \_\_\_\_\_ .
- A. pave way for
  - B. defeat
  - C. combine
  - D. yield to
16. The word **that** in the passage refers to \_\_\_\_\_ .
- A. ecosystems
  - B. physical features
  - C. ridges
  - D. riverbanks
17. It can be inferred from passage 1 that marine life zones are classified on the basis of \_\_\_\_\_ .
- A. the availability of sunshine in these life zones
  - B. the location of the sea where these life zones are found
  - C. the types of sea animal found in these life zones
  - D. the terms used by ecologists to describe the marine life
18. Look at the four squares [■] that indicate where the following sentence could be added to the passage.  
**These canopies may reach up to 50 m (160 ft) high.**  
*Circle the square [■] that indicates the best place to add the sentence.*
19. Which of the following sentences best expresses the essential information in the sentence below? (Incorrect answer choices omit important information or change the meaning of the original sentence in an important way. )  
**The soils are nutrient-poor, and most plants are able to store what few nutrients they can absorb.**
- A. Most plants are able to store the few nutrients in the soil.
  - B. Most plants can only absorb the rich nutrients in the soil.



- C. Most plants cannot absorb all the nutrients in the soil.  
D. The soil is poor but most plants are able to dissolve the poor soil.
20. According to the passage, the plants in the northern coniferous forest \_\_\_\_\_.  
A. can survive long and cold winters  
B. are the main shelter for wild animals  
C. cannot stand hot and humid summers  
D. are mostly found in Russia
21. According to paragraph 4, what is the similarity between the tundra and the alpine biome?  
A. They both have high mountains and low vegetation.  
B. They both can attract large number of birds in the summer.  
C. Same animals can be found in these two biomes.  
D. They both have harsh weather conditions.
22. The word **precipitation** in the passage is closest in meaning to \_\_\_\_\_.  
A. quantity of water falling to the earth  
B. the degree of dampness  
C. the capacity to conserve water  
D. the yearly volume of rain fall
23. All of the following are features of grassland biomes EXCEPT  
A. There is little rain each year.  
B. Trees cannot grow tall.  
C. Fires break out sometimes.  
D. Animals migrate here in autumns.
24. The word **herbivores** in the passage is closest in meaning to \_\_\_\_\_.  
A. animals that feed chiefly on plants  
B. animals with horns  
C. animals that do not migrate  
D. animals that cannot swim
25. What does the author say about the chaparral plants?  
A. They are covered by evergreen shrubs.  
B. They can cause fire and result in droughts.  
C. They are used to the dry conditions.  
D. They can be found at the foot of the California Mountains.
26. Directions: Select phrases from the answer choices and match them to the category to which they relate.  
Two answer choices will not be used. This question is worth 3 points.