



人大新托福

# 新托福考试

TOEFL® iBT

## 全真模拟试题集

The New TOEFL iBT Simulated Tests

- ETS新托福教师培训专家审定
- 完全模拟真题题型和难度
- 包含题型分析、难点翻译、参考范文
- 专家把关，考试必备

10套



MP3 INSIDE

主 编 黄晓玉  
副主编 朱新华 白雪莲

# 新托福考试全真模拟试题集

主 编 黄晓玉

副主编 朱新华 白雪莲

编 委 (按姓氏笔画)

马 凌 王志红 吕英莉 关 莉 陈 玲 范恭华  
罗凌志 赵丽琨 凌舒亚

中国人民大学出版社

• 北京 •

## 图书在版编目 (CIP) 数据

新托福考试全真模拟试题集/黄晓玉主编

北京: 中国人民大学出版社, 2009

ISBN 978-7-300-10639-7

I. 新…

II. 黄…

III. 英语-高等教育-习题

IV. H319.6

中国版本图书馆 CIP 数据核字 (2009) 第 067088 号

## 新托福考试全真模拟试题集

主 编 黄晓玉

副主编 朱新华 白雪莲

---

出版发行	中国人民大学出版社		
社 址	北京中关村大街 31 号	邮政编码	100080
电 话	010-62511242 (总编室)		010-62511398 (质管部)
	010-82501766 (邮购部)		010-62514148 (门市部)
	010-62515195 (发行公司)		010-62515275 (盗版举报)
网 址	<a href="http://www.crup.com.cn">http://www.crup.com.cn</a> <a href="http://www.1kao.com.cn">http://www.1kao.com.cn</a> (中国 1 考网)		
经 销	新华书店		
印 刷	北京山润国际印务有限公司		
规 格	210 mm×285 mm 16 开本	版 次	2009 年 7 月第 1 版
印 张	39.75	印 次	2009 年 7 月第 1 次印刷
字 数	1 084 000	定 价	80.00 元 (赠送 MP3 光盘一张)

---

版权所有 侵权必究 印装差错 负责调换

# 前言

美国教育考试服务中心(ETS)新推出的托福考试(TOEFL®iBT,国内俗称“新托福”)已于2006年在中国开考。这次新推出的托福考试无论是在测试理念、试题内容、试题题型上,还是在考试方式上,都来了个“脱胎换骨”。从测试理念看,新托福更注重考查考生英语的综合运用能力,尤其是在真实语言环境下听、说、读、写的综合交际能力。试题的内容和题型最大的变化在于听、说、读、写四部分平分秋色,在试题总分的120分中各占30分,而且在说和写部分增加了读和听,使读、听、说、写有机地结合起来。这就使得这项被我国广大考生视为出国深造“通关法宝”的托福考试更具有吸引力和挑战性。

然而,无论新托福的测试理念、试题内容、试题题型和考试方式怎么变,其真正的目的仍然是考查考生能否在一个全新的语言环境中适应大学生活。新托福考试的几种题型都全面地渗透了语言教学和测试的新理念。这种新理念就是:语言不仅是知识系统,它更应该是交流的工具。因此,语言教、学的重点不是对语言知识的传授或接受,而应当是培养语言学习者使用语言的综合能力,即在各种场合中运用语言自如地进行交流的能力。相应地,语言测试的目的不应该是考查考生对语言知识掌握多少,而是考查其对语言技能掌握的熟练程度。而语言技能,如读、听、说、写,在我们的生活中绝不是孤立存在的。例如,有谁会在谈话或讨论中仅仅是“洗耳恭听”或“口若悬河”“滔滔不绝”呢?即便是听演讲或听报告,结束后也有提问的时间。尤其是在当今这样一个更民主、更开放的新世纪,讨论的场面更是屡见不鲜。事实上,单一技能使用的情形是很少的。基于这种新的语言测试观,新托福考试就这样以它的新面貌应运而生了。

为了帮助考生全面、深刻地理解新托福的考试理念,掌握新托福考试的各种题型,从而在考试中以高分取胜,我们工作在新托福教学第一线并具备语言测试专业知识的几位老师特意编写了这本《新托福考试全真模拟试题集》。全书一共有10套全真模拟题,并附有答案与解析。本书最大的特色如下。

1. 试题的设计、编写完全以测试理论为指导,以美国教育考试服务中心(ETS)为新托福所制订的考试内容规范(test specifications)为依据,以新托福真题为蓝本,因此该模拟试题集从题型到试题的难易程度都达到了理论性和科学性的统一。

2. 试题的编写不仅严格遵循ETS新托福考试内容规范,而且还渗透了编写者学习英语的自身体会,融进了多年英语教学的经验。这对于广大考生无疑是非常宝贵的。

3. 试题的总体编排、体例框架、材料选择和文字表述都经过新托福测试专家和外籍专家的严格把关,从而使设计出的试题的质量得到保证。

4. 试题的解析不仅详细,而且独具特色。除了给出答案和详细的解析外,还根据ETS新托福考试内容规范对每道题进行了题型分析并附有难点翻译,以便帮助考生深入了解新托福的考试题型和理解难点。听力部分附有听力材料原文,说、写部分还提供了参考范文和评语。因此该书不仅适用于培训机构的课堂教学,还适用于考生的自学和自我提高。

本书篇幅之大、题量之多、选材之精、要求之高、耗时之长,可以说是编者之前未曾经历的。由于工作量大,时间紧迫,同时水平有限,书中难免存在错误之处,恳请读者和同仁提出批评和指正。

此外，在本书的编写过程中，我们得到了北京大学外国语学院英语系黄必康教授、ETS 新托福教师培训专家杨静波和李淑娟女士、北京林业大学外籍教师 Bronwyn Jane Anzai 等中外专家、教授的指导和帮助，在此表示感谢。

最后，我们要向中国人民大学出版社参与本书策划和审读的各位编辑表示感谢，他们为本书的出版做了很多认真细致的工作。

编者

# 实战指导

为了使考生能够获取高分,编者就如何使用本书和有效地学习谈谈体会和建议。

本书一共包括 10 套模拟试题,每套试题分为四个部分。

第一部分是阅读。在做这一部分题时,首先,考生要弄清楚新托福阅读文章的基本信息,包括文章的字数、选材和文章类型。新托福阅读文章的长度约为 700 个单词。选材难度为大学课本中各学科专业介绍水平,不涉及某学科太专业的知识。文章类型为说明文、议论文、历史故事、传记等。阅读是新托福考试变化最小的一部分,在其 10 类题型中,除了句子简化题、插话题、篇章总结题和图表题以外,词汇题、指代关系题、事实信息题、正误判断题、推论题和修辞目的题,考生在旧托福或其他类型的英语考试中都见到过。其次,考生在考试时要挖掘自己所有的潜力,综合运用所掌握的全部技能,使自己的水平发挥到极致。例如,遇到不认识的单词时,可以采用参照上下文猜词法、构词法、同义词反义词猜词法和根据定义猜词法等技巧。在做句子简化题时,要学会找句子的主干,抓住句子的主旨大意。插话题要注意寻找词与词之间、句子与句子之间、连接词与连接词之间的逻辑关系。篇章总结题和图表题要注意理顺文章的结构脉络,弄清文章的主要信息和次要信息。再次,考生要调动和联系自己大脑里所储存的背景知识,对文章中所提供的信息进行联想和预测。最后,考生还要注意阅读速度,平时训练时要注意掌握略读、寻读、群读和研读等方法,考试时才能综合运用这些方法,从而提高阅读速度。

第二部分是听力。听力材料分两类,一类是对话,时间长度为大约 3 分钟,对话长度为 12~25 个来回,每个对话后有 5 个问题。对话的材料来自于三种场合:老师在办公室与学生的对话,学生到非教学人员办公室,如教务处、招生办、图书馆等向教辅人员寻求服务咨询的非学术性对话,以及学生之间课外活动的交流,包括学术性和非学术性对话,如学习小组的讨论和谈论学校生活等。另一类是课堂上老师的讲课或讲座,时间长度为大约 3~5 分钟,约 500~800 个单词,每个讲座后有 6 个问题。材料主要涉及大学课堂中老师讲课的内容或师生讨论、提问等。听力题型分三类八种:基本理解题类有要点题、主旨目的题和细节题三种;语用理解题类有功能题和立场题两种;信息关联题类有组织结构题、内在关系题和推论题三种。关于各种题型测试的目的,在听力部分的解析中都有详细的解释和分析。需要指出的是,新托福听力测试较之旧托福,最大的变化是没有了短对话,长对话和讲座分别从原来的 6~10 个来回共计 300 个单词左右增加到 12~25 个来回共计 500~800 个单词。这一方面真实地反映了北美大学课堂学生听课的实际情况,另一方面也增加了考生应试的难度。考生除了要有“十年磨一剑”的功夫以外,在考试时还要注意以下几点:一是使用快速、简便的记笔记的方法,以便帮助回忆和回答问题;二是注意听解说词(narrator 说的话),缩小听力范围,将注意力集中到所谈论的话题上来;三是听清主题句,进一步确定谈话的主题;四是辨别“信号词”,即表示顺序的连接词,如 firstly, secondly, thirdly, finally 等,以把握听力材料的信息脉络;五是联系背景知识,根据提供的信息对接下来的信息作出预测;最后一点也是最重要的一点,注意力要集中,千万不要因为对话或讲座长而分散注意力或者昏昏欲睡。

第三部分是口语。题型分三类,共六道题。第一类是独立口语题,准备时间为 15 秒,回答时间为 45 秒。第一题要求考生描述自己敬仰的人、喜欢的地方和印象深的事物等并说明原因。第二题要求对某两个事物、观点等进行二选一,并说明选择的理由。第二类是先读、听后说题,准备时

间为 30 秒, 回答时间为 60 秒。第三题的阅读短文为 75~100 个单词, 内容与校园生活相关, 听力材料为 150~180 个单词, 是对阅读话题的评论, 要求考生总结出说话人对阅读材料的看法。第四题的阅读短文为 75~100 个单词, 内容是学术问题, 如抽象的概念、定义等, 听力材料为 150~220 个单词, 是对抽象的概念、定义等进行具体的解释、举例和说明, 要求考生结合阅读和听力材料的内容阐明其包含的重要信息。第三类是先听后说题, 准备时间为 20 秒, 回答时间为 60 秒。第五题的听力材料为 180~220 个单词, 是两个学生的对话, 内容为讨论遇到的问题以及解决问题的方法, 要求考生复述上述内容并提出自己的看法。第六题的听力材料为 230~280 个单词, 为讲座的节选, 包括抽象的概念和定义以及对抽象的概念和定义的具体举例说明, 要求考生归纳总结讲座的内容, 并阐明讲座中的例子是如何说明所要表达的观点的。口语部分本来就是中国考生的弱项, 加上有时时间限制, 可以说是“雪上加霜”。但是, 只要考生考前仔细研究题型, 了解各种题型的具体要求, 考试时认真做好笔记, 抓住要点和重要细节, 叙述时注意吐字清晰、信息准确、层次分明、语法正确、表达流畅, 同时把握好时间, 获取高分也是可能的。

第四部分是写作。该部分包括两种题型: 第一种题型是先读、听后写。考生先要读一篇学术性的文章, 大约 230~300 个单词, 阅读时间为 3 分钟。文章的难度为中等。3 分钟后, 阅读文章隐去, 此时考生需要听一段与阅读内容相关的演讲, 演讲仍为 230~300 个单词, 时间为 1 分半钟。在听录音的过程中, 考生看不到听力材料, 只能凭借自己的记忆, 用笔记录下听到的内容。听力材料要么赞同阅读材料的观点, 对其进行进一步说明, 要么反对阅读材料的观点, 对其提出质疑或阐明另一种观点。考生在做该题时要切记, 由于阅读速度不要求很快, 一般来说有充分的时间归纳文章的主旨大意, 既可对下面的听力部分作出一些预测, 同时也可为此后的写作积累素材。但听力部分语速较快, 考生应迅速判断讲座是赞同还是反对, 做好笔记, 记下主要信息和必要的细节。最后要求考生根据所做的笔记用自己的语言, 在 20 分钟内写出一篇用词正确、语法无误、信息准确、意思连贯的 155~225 个单词的概要来。注意, 听完讲座后还可以看阅读材料, 考生可以寻找遗漏的信息, 但千万不要过于依赖原文, 这样不但会影响你的思维, 还会使你由于举棋不定而影响速度。第二种题型与旧托福原来的写作题型一样, 要求考生在 30 分钟内写出 300 个单词左右的作文来。考生在写作文时一定要根据自己的知识和经验, 利用举例、对比、引证以及细节说明等方法来阐明自己对某一问题的观点或看法, 否则会感到无话可说, 文章也就自然言之无物。此外, 还应注意用词的准确性、语法的正确性、句型的多样性以及句子之间、段落之间的衔接, 因为作文的分数主要由作文的质量, 包括观点的展开、文章的组织以及语言表达的准确性来判定。

总之, 通过做本书的模拟试题, 考生可以体验考试的临场状态, 提高自己的应试能力, 学会使用应试技巧, 发现自己的长处和短处, 总结经验, 为以后参加正式考试做好精神上 and 知识储备上的准备。

# 目 录

Test 1 .....	1
Test 1 答案与解析 .....	35
Test 2 .....	66
Test 2 答案与解析 .....	99
Test 3 .....	130
Test 3 答案与解析 .....	163
Test 4 .....	193
Test 4 答案与解析 .....	226
Test 5 .....	254
Test 5 答案与解析 .....	284
Test 6 .....	311
Test 6 答案与解析 .....	344
Test 7 .....	375
Test 7 答案与解析 .....	408
Test 8 .....	438
Test 8 答案与解析 .....	471
Test 9 .....	500
Test 9 答案与解析 .....	533
Test 10 .....	560
Test 10 答案与解析 .....	594
附表:新托福各部分分数转换表 .....	624



# Test 1

Section  
Reading

Options  
Pause   Section Exit

Directions  
Continue

Tools  
Review   Back   Next   ? Help

Reading Section

**Directions**

In this section you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You will have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase that is underlined in blue. For these words, you will see a definition or an explanation after you read the passage.

## Global Developments

Sociologists tell us there is a link between private lives and social forces. An outstanding example of such a link is the contrast in life chances between people in developed and in less developed countries. A child born in, say, the United States or Switzerland is not a better or more deserving person than one born in Ethiopia or Brazil. Yet because of social forces beyond individual control, each child faces the prospect of living out a lifetime under utterly different material conditions. Why should this be? What can account for the fact that some societies have become heavily industrialized and economically advanced, while others are changing so much more slowly? Social scientists have offered two different explanations. One emphasizes a universal but uneven process of modernization and economic growth; the other focuses on a worldwide system of political and economic inequality.

Some social scientists view development in terms of modernization, a process of economic, social and cultural change that facilitates the transition from pre-industrial to industrial society. Modernization theorists claim that the various countries of the world are converging on a basically similar social type, the modern industrialized society. Some 250 years ago, the developed countries of today also had rudimentary, pre-industrial economies, but because they modernized relatively quickly, they now have productive economies that offer high living standards. During the same period, however, the poor countries have been slow to modernize. Differences in development, therefore, are largely the result of uneven modernization; but as “modern” features spread from the developed to the less developed countries, they too will follow the path to industrialization and affluence.

What kinds of change does modernization entail? Some modernization theorists emphasize a change in individual psychology. They claim that people in the developed societies are more likely to have a work ethic, a desire for achievement, a willingness to defer gratification, a sense of control over their destiny, a strong sense of individualism. In contrast, a lack of ambition, an orientation toward the present, a fatalistic outlook, and a weak sense of individualism are said to be typical of people in more traditional societies. (A) ☐ Other modernization theorists emphasize sweeping structural changes in society. (B) ☐ Traditional societies are more likely to have an extended family system, in which kinship obligations encourage people to remain, physically and socially, where they started. (C) ☐ Similarly, modernization involves such features as heavy urbanization, extensive schooling, advanced technology, low population growth, a legal-rational political system, and a range of sophisticated services such as efficient transport, banking and communications. (D) ☐ On the whole, these features are lacking or inadequate in less developed countries, where government is usually authoritarian, the population is predominately rural and ill educated, and the necessary services are not in place.

Other social scientists view development in the context of the world system, a network of unequal economical and political relationships among the developed and the less developed countries. This international system consists of a “core” of highly industrialized countries, and a

“periphery” of less developed countries that are dependent on and exploited by those at the core. World-system theorists point out that the peoples of the third world were quite capable of providing for themselves before “modern” ideas and technologies began to “diffuse” from the colonial powers. In fact, they claim, development and underdevelopment proceeded simultaneously over a period of more than two centuries as the richer countries financed their own industrial expansion by draining the surplus resources of the poorer ones. The colonial system finally broke down when the last of the colonies won their formal independence around the middle of the twentieth century. But by then a new international relationship had been established: neocolonialism, the informal political and economic domination of some societies by others, such that the former are able to exploit the labor and resources of the latter for their own purposes. In essence, the world system is a form of international stratification, with a wealthy minority enjoying a disproportionate share of the planet’s resources and using various means—political, economic, and sometimes military—to maintain their position.

- The word **rudimentary** in Paragraph 2 is closest in meaning to \_\_\_\_\_.  
 (A) basic                      (B) affluent  
 (C) enormous                (D) adequate
- The word **entail** in Paragraph 3 is closest in meaning to \_\_\_\_\_.  
 (A) consist                    (B) exploit  
 (C) obtain                    (D) involve
- According to the passage, all of the following statements about the process of modernization are true EXCEPT that \_\_\_\_\_.  
 (A) people in developed countries are able to control their destiny  
 (B) people in developed countries have a strong sense of individualism  
 (C) people in developed countries have little ambition  
 (D) people in developed countries are eager to make achievements
- According to Paragraph 3, modernization has all of the following features EXCEPT \_\_\_\_\_.  
 (A) heavy urbanization  
 (B) advanced technology  
 (C) high population growth  
 (D) a legal-rational political system
- In Paragraph 3, the author mentions an extended family system in order to illustrate that \_\_\_\_\_.  
 (A) modernization results in wide-ranging structural changes in society  
 (B) modernization leads to a change in individual psychology  
 (C) modernization involves heavy urbanization and extensive schooling  
 (D) modernization has side effects on less developed countries

6. Which of the following statements most accurately reflects the author's opinion about the process of modernization?
- (A) Countries do not develop in isolation, but in a context of fierce international, political, and economic competition.
  - (B) Modernization in the third world may still be impeded by the legacy of colonial dependency.
  - (C) People in less developed countries are more likely to adopt an extended family system.
  - (D) A country's economic, social and cultural changes will speed up its process from a pre-industrial to industrial society.
7. Based on the information in Paragraph 4, which of the following best explains neocolonialism?
- (A) It's a period when the economies of thirdworld countries were diversified and self-sufficient.
  - (B) It's a period when a large part of the population of less developed countries was forced to abandon traditional economic activities.
  - (C) It's a new form of colonialism after the collapse of traditional colonialism when developed countries exploit less developed countries.
  - (D) It's a period when less developed countries begin to enjoy their equal share of the planet's resources with developed countries.
8. According to the world-system model, what can be inferred about less developed countries?
- (A) Less developed countries have a strong dependence on developed ones.
  - (B) Despite the ending of colonialism, the poor circumstances of less developed countries still exist and will last for a long time.
  - (C) Less developed countries can now benefit from the world economy along with developed ones.
  - (D) People in less developed countries are quite able to support themselves without dependence on developed ones.
9. The phrase **the former** in Paragraph 4 refers to \_\_\_\_\_.
- (A) the colonial system
  - (B) the richer countries
  - (C) labor and resources
  - (D) the poorer countries

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- (A) The international system demonstrates an unequal economic and political relationship between developed and less developed countries with the less developed countries being the center of this system.
- (B) Highly industrialized countries are at the center of the world system, and take advantage of less developed countries positioned on the margin of the system.
- (C) The international system is made up of developed and less developed countries with the developed countries being the center of the system playing a very important role.
- (D) The international system is made up of both highly industrialized and less developed countries in which the less developed countries can benefit from the developed countries.

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

Developed countries, for example, invariably have a nuclear family system, which facilitates social and geographical mobility.

Where would the sentence best fit?

12. **Directions:** Complete the table by matching the phrases below. Select the appropriate features from the answer choices and match them to the kind of model to which they relate. TWO of the answer choices will NOT be used. *This question is worth 4 points.*

The modernization model	The world system model
•	•
•	•
	•

### Answer Choices

- (A) The economy undergoes universal but uneven growth.
- (B) The less developed countries experience political and economical inequality.

- ③ The developed countries use various means to exploit the less developed countries.
- ④ After the collapse of the colonial system, the less developed countries take advantage of the labor and resources of the developed countries.
- ⑤ Industrialization means that people in the rich and poor countries have the same opinions about different aspects of life.
- ⑥ The less developed countries will eventually progress towards industrialization.
- ⑦ The less developed countries are kept in a situation of permanent dependence on the developed countries.

## Hudson River School

The Hudson River School encompasses two generations of painters inspired by Thomas Cole's awesomely Romantic images of America's wilderness in the Hudson River Valley and also in the newly opened West. The Hudson River painters, the first coherent school of American art, helped to shape the themes of the American landscape. Beginning with the works of Thomas Cole (1801—1848) and Asher B. Durand (1796—1886) and evolving into the Luminist and late Romantic schools, landscape painting was the prevalent genre of 19th century American art.

With roots in European Romanticism and with correspondences to European painters, the Hudson River painters, nonetheless, set about to heed Emerson's call "to ignore the courtly Muses of Europe" and define a distinct vision for American art. The artists translated these ideas into an aesthetic that was sweeping and spontaneous. Like the vast nation that lay before them, which they celebrated with a sense of awe for its majestic natural resources and a feeling of optimism for the huge potential it held, the Hudson River painters depicted a New World wilderness in which man, though minuscule as he was beside the vastness of creation, nevertheless retained that divine spark that completed the circle of harmony. Wilderness was something that Europe no longer possessed—it was uniquely American. These artists painted grandiose and detailed scenery of the Hudson Valley and New England filled with awe and optimism often combined with a moral message.

As Thomas Cole maintained, if nature were untouched by the hand of man—as was much of the primeval American landscape in the early 19th century—then man could become more easily acquainted with the hand of God. Sharing the philosophy of the American Transcendentalists that painting should become a vehicle through which the universal mind could reach the mind of mankind, the Hudson River painters believed art to be an agent of moral and spiritual transformation.

The impetus to celebrate the glories of the Hudson Valley began before Thomas Cole, but it was Cole with his literary and dramatic instincts and his years of European study who made the most coherent and articulated case for a new art for a new land. He did much to revolutionize not only the styles and themes of American painting, but the methods. Cole sketched from nature, frequently dramatic scenes in the Catskills or White Mountains, and then returned to his studio to compose his large scale canvasses, alive with tactile brushwork and atmospheric lighting that seemed to breathe.


The influence of the Hudson River School was carried into the mid-19th century by artists like John Frederick Kensett and Martin Johnson Heade, who came to be known as Luminists because of their experiments with the effects of light on water and sky, and by Frederic Edwin Church. Church, who based himself in his panoramic home in the Catskills at Olana, sought more extensive horizons for his canvasses. Like Walt Whitman he tried to contain multitudes. He traveled the globe, painting scenery from the Hudson Valley to the American West to the Andes, Amazon, and Arctic, and he laid the foundation for the post-Civil War generation of landscape painters.

A painting which has become a virtual emblem for the Hudson River School is *KINDRED SPIRITS* by Asher B. Durand, which hangs in New York City's Public Library. In it Durand depicts himself,

together with Cole, on a rocky promontory in serene contemplation of the scene before them: the gorge with its running stream, the gossamer Catskill mists shimmering in a palette of subtle colors, framed by foliage. (A) ☐ In the foreground stands one of the school's famous symbols—a broken tree stump—what Cole called a “memento mori” or reminder that life is fragile and impermanent; (B) ☐ only Nature and the Divine within the Human Soul are eternal. (C) ☐ As Cole and Durand firmly believed, if the American landscape was a new Garden of Eden, then it was they, as artists, who kept the keys of entry. (D) ☐

13. The word **encompasses** in Paragraph 1 is closest in meaning to \_\_\_\_\_.  
 (A) separates (B) includes  
 (C) replaces (D) enhances
14. In the 19th century, what was considered the most representative kind of American painting?  
 (A) Figure painting.  
 (B) Landscape painting.  
 (C) Impressionistic painting.  
 (D) Historical painting.
15. The word **it** in Paragraph 2 refers to \_\_\_\_\_.  
 (A) the nation (B) the artist  
 (C) awe (D) optimism
16. According to the passage, what is unique to the paintings of the Hudson River School?  
 (A) The description of America's uncultivated landscape.  
 (B) The use of special techniques in painting.  
 (C) The special materials used by the artists.  
 (D) The moral message implied in the paintings.
17. According to the passage, Thomas Cole made the greatest contribution to the art of the Hudson River School because of all the following factors EXCEPT \_\_\_\_\_.  
 (A) his literary and dramatic instinct  
 (B) his use of large scale paints  
 (C) his revolution of American painting  
 (D) his years of European study
18. What can be inferred from Paragraph 5 about Luminists?  
 (A) They do not use brushes to paint.  
 (B) They employ techniques used in panel painting.  
 (C) They are especially good at drawing tempera.  
 (D) They attend to the effects of light on water and sky.
19. Why does the author mention **KINDRED SPIRITS** by Asher B. Durand?  
 (A) Because it hangs in New York City's Public Library.  
 (B) Because it employed simple colors and bright lights.  
 (C) Because it is the most representative of Hudson River paintings.  
 (D) Because it symbolizes the Hudson River School.



20. According to the passage, what is the common theme depicted by the artists of the Hudson River School?
- (A) Poetry is the highest form of art.  
 (B) The human soul can be lifted up by Nature.  
 (C) Man can transform Nature.  
 (D) Art is superior to life.
21. According to Paragraph 6, as one of the school's famous symbols, what does a broken tree stump stand for?
- (A) The soul of human beings.  
 (B) The eternity of the Divine.  
 (C) The greatness of Nature.  
 (D) The temporary nature of life.
22. Why does the author say that it was the artists who kept the keys in Paragraph 6?
- (A) To show that the artists play a very important role in lifting the souls of people and thus enabling people to have a pure life.  
 (B) To demonstrate that artists and their paintings should serve as a bridge between the universal mind and the mind of humans.  
 (C) To prove that artists were very important in expressing the themes of the Hudson River paintings.  
 (D) To state that artists should have a broad knowledge of the Bible in order to fully depict the themes of the Hudson River paintings.
23. The word **emblem** in Paragraph 6 is closest in meaning to \_\_\_\_\_.
- (A) balance (B) symbol  
 (C) logo (D) token
24. Look at the four squares  that indicate where the following sentence could be added to the passage.
- Tiny as the human beings are in this composition, they are nevertheless elevated by the grandeur of the landscape in which they are in harmony.
- Where would the sentence best fit?
25. **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. ***This question is worth 2 points.***